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## PHYSICAL CULTURE.

BY G. B. WINSHIP, M. D.

FROM the manner in which great truths have been recognized at one time and neglected at another in the world's history, it would almost seem as if they had their revolutions like the sun; and were destined at one period to shed light and warmth upon mankind, and at another to be borne so far from us in their orbits as to shed but a wintry radiance. The essential fact in education, that a proper culture must unite strict care for the body with a judicious mental training, was better appreciated and understood in ancient Athens in the time of Plato, than in our own time in that trimountainous city, sometimes playfully called the "Modern Athens."

The present movement in behalf of physical culture would seem to encourage the belief that a revival of those great convictions in regard to education, which prevailed in ancient Greece, is now about to dawn. In its full sense, education is a leading forth of the faculties of the mind through the healthy development of those of the body. In physical culture, I would comprehend culture of the body in its most extended sense: not of the trunk alone, but with it. of the neck, head and limbs, and of whatever of us is material: it is the application of means for physical improvement, the avoidance of habits that infallibly involve physical degeneracy; the development of the bodily powers; the conversion of disease into soundness, of weakness into strength, of awkwardness into grace, of disproportion into correspondence; in short, the elaboration and finishing of the edifice in which mind resides—that temple made of clay—that house we live in.

Improvement of one's physical state can never be entered upon too

early, and so long as there is an atom of life and strength, never too late. Let no one despair of success in the attempt. Dr. Warren, in his little work on Health, tells us of a member of the legal profession who practised gymnastics for the first time, and with the happiest results, when nearly seventy years old. Cornaro, the Italian, whose treatise on Health and Long Life has given him a world-wide reputation, began at forty to repair the ravages which many years of dissipation had made upon a constitution naturally infirm; and, in spite of the predictions of all his physicians and friends, he succeeded not only in restoring the health he had lost, but in gaining a health he had never before experienced. He was eighty when he published his treatise; lived to see it through four editions, and died tranquilly in his bed after he had completed his one hundredth year.

In this connection it is worth while to observe how much may be accomplished by simply correcting a single bad habit. The legal gentleman to whom Dr. Warren alludes, was much benefited by gymnastics. On the other hand, Cornaro, as he himself states, found a panacea for all his ills, in a careful avoidance of intemperance in eating and drinking. It is indeed of little consequence what path we pursue, if by it we can reach the the desired goal, *tuto, cito, et jucunde.*

Sometimes it may be inconvenient to take the best path: let us, then, do the next best thing. At an early age I was told by many that to practice a heroic degree of self-denial, and to *rise from the table hungry,* was the way to secure health. For many years I tried to do this, but succeeded very imperfectly. I at length resolved to attempt the next best best thing, and am not sure that it was not the best thing of all. It was merely this—to put no extra restraint upon my appetite, to practice no very rigorous self denial, but to eat and drink about as much as I desired, and then, by subsequent self-management, to take care that I should make myself *need* every particle I had swallowed.

Soon after I began to carry out this principle, I experienced a cessation of indigestion, and the many ills to which it gives rise. Having found, too, that this principle worked well in the long run, I still retain it as one of the cardinal rules in my method of training.

And what is my method? you will perhaps inquire. It is the doing the right thing, in the right way, at the right time. It is the obtaining a sufficiency without going to excess. It is the using my own discretion in everything, without blindly following another's precept or another's example, or even tying myself down to rules of my own devising. It is the carrying out of what may seem to be the expediency of the moment. It is the doing what may seem best under the circumstances.

But, though it may be difficult for me to describe briefly and clearly what my method is, that is no argument against its efficacy. What other method would have insured for me an appreciable gain in strength, day by day, month by month, and year by year, with an almost entire exemp-

tion, meanwhile, from any but the most trivial disorders? Let the following facts speak for themselves:—

I was nearly seventeen years of age before I seriously undertook to improve my physical condition. I was then but five feet in height and a hundred pounds in weight. I was rather strong for my size, but not strong for my years, and my health was not vigorous. I am now twenty-six years of age, five feet seven inches in height, and one hundred and forty-eight pounds in weight. My strength is more than twice that of an ordinary man, and my health is as excellent as my strength.

What has produced this astonishing change in my physical condition during the last nine years? I will attempt to sum up a few of the approximate causes that may have led to this result.

1st. I have breathed an abundance of pure, fresh air almost constantly.

2d. I have exposed myself sufficiently to the sun.

3d. I have eaten an abundance of wholesome food.

4th. I have drank less than a quart of spirituous liquors and less than a gallon of fermented.

5th. I have used less than an ounce of tobacco.

6th. I have taken, nearly every day, about a half-hour's gymnastic exercise in the open air.

7th. I have conformed to the customs of society only so far as they were not at variance with health.

8th. Regarding procrastination as not only the thief of time, but also of health, I have shunned it as especially dangerous in all matters pertaining to physical well-being.

9th. I have poisoned myself as little as possible by food contaminated with lead, copper, brass, or bell-metal.

10th, I have developed my body harmoniously.

11th. I have allowed myself at least ten hours' rest in almost every twenty-four.

12th. I have paid a good regard to bathing, without, however, rendering myself amphibious, or carrying a good thing to excess.

13th. I have been particular that every portion of my dress should be as loose and easy as the freest action of my muscles and limbs would demand.

During these nine years, while endeavoring to promote my physical welfare, I have made the following discoveries:—

1st. That whatever increased my strength improved my health.

2d. That one means of improving my health was to increase my strength.

3d. That the stronger I became, the healthier I became.

4th. That it was as easy for me to increase the strength of my body as it was that of a magnet.

5th. That by developing my body harmoniously, I could preclude the possibility of hernia, or any other serious injury, that otherwise might arise from an exceedingly violent action of my muscles.

6th. That lifting, if properly practiced, was the surest and quickest method of producing harmonious development; while it was also the most strengthening of all exercises, and consequently the most healthful.

7th. That it was better, while exercising, to perform twenty different feats once, than one feat twenty times.

8th. That it was possible for me to take, in fifteen or twenty minutes, all the gymnastic exercise that I should need in twenty-four hours.

9th. That I could gain faster in strength by forty minutes' gymnastic exercise once in two days, than by twenty minutes of the same daily.

10th. That as my strength increased my exercise should be more intense, but less protracted.

11th. That increase of the muscular power was attended with increase of the digestive.

12th. That one means of increasing the digestive power was to increase the muscular.

13th. That many articles of food had formerly proved injurious to me, not because they were really unwholesome, but because I was unable to digest them.

14th. That a person may become possessed of great physical strength without having inherited it.

15th. That by increasing my strength, a predisposition to certain diseases may be removed, and diseases already present removed or mitigated.

16th. That increase of strength cannot long continue on a diet exclusively vegetable.

17th. That increasing the strength made excretion take place less from the skin, but more from the lungs and the other emunctories.

18th. That what benefits a part of the body, benefits, more or less, the whole.

19th. That long before I succeeded in lifting 1100 pounds, with the hands, or in shouldering a barrel of flour from the floor, I had ceased to be troubled with sick headache, nervousness, and indigestion.

20th. That a delicate boy of seventeen need not despair of becoming in time a remarkably strong and healthy man.

Having made the subject of health and strength a specialty for so many consecutive years, and with a success that has excited much interest, it may be pardonable in me to offer the following rules for the promotion of physical culture:—

1. Select, if possible, for your sleeping apartment, a room on the "sunny side."

2. Let the sun have access to it at least six hours a day.

3. Keep it thoroughly ventilated the whole time, particularly during the night.

4. Contrive, however, to have it thoroughly ventilated without subjecting you to too great a draft.

5. Practice general ablution at least once a week in cold weather, and twice a week in warm, but seldom oftener in a New England climate. [In offering this rule I expect to be censured by quite a large class in the community, who might seem to delight in daily soaking and splashing in water, not having, probably, the slightest consciousness that by so doing they defeat every intention for which water is externally applied.]

6. Allow yourself not less than eight hours' rest as a daily average. [I allow myself not less than ten.]

7. Never, while in good health, let the temperature of your apartment, when heated artificially, get above 70° by Fahrenheit. [I prefer for myself a temperature of about 60°.]

8. Keep the atmosphere of any apartment you occupy sufficiently pure, by occasionally opening the windows, and sufficiently moist, when it is being artificially warmed, by the constant evaporation of water.

9. Never forget that the combustion of any inflammable substance is invariably productive of poisonous gases.

10. Never use food of any kind, if you can conveniently avoid it, that you have reason to believe was prepared in a copper, brass, or bell-metal utensil, no matter how scientifically such utensil may have been "protected."

11. Never use water internally or externally that has come in contact with lead, or any other poisonous substance, if you can have choice of that which has only come in contact with iron, gutta percha, or glass.

12. If you must use water that has come in contact with a poisonous substance, neglect no expedient for rendering such water as nearly free from it as possible.

13. Most use that kind of food which you most prefer, if your experience is not against it, without regard for what Liebig has said of its chemical constituents, or Beaumont of its digestibility.

14. Never "rise from the table hungry," if you are not an invalid, but completely satisfy your appetite. The digestive power, like the muscular, will be weakened if not vigorously exercised.

15. Avoid excessive exercise of either mind or body, lest you create a necessity for narcotics and stimulants.

16. Avoid too little exercise for the same reason.

17. Increase your strength as one means of improving your health.

18. Practice lifting as the most strengthening of all exercises, and consequently the most healthful, but practice it with the utmost caution unyou have ceased to have any weak point.

19. Use dumb-bells as a means of exercise, to be ranked next to lifting in importance, and let them be always as heavy as you can conveniently handle, but use them with great caution, and never for a longer time than ten or fifteen minutes in the course of a whole day.

20. Develop the body harmoniously, in order that you may preclude

## TWENTY-NINE GOOD RESOLUTIONS FOR TEACHERS.

ADOPTED BY THE OSCEOLA (CLARK CO., IOWA,) TEACHERS' CLASS.

1. That we will advocate and propagate the doctrine that a well regulated and efficient system of public schools is the basis upon which rests the permanency of our government.

2. That education should be free to every child, but it can never become so unless schools are made free and universal.

3. That a good education to all the youth is the surest means of preventing crime, increasing wealth, protecting property, elevating morals, and promoting general happiness.

4. That we believe the profession of teaching to be second to none in importance, influence, and responsibility; and that no person should become a teacher who does not so consider it.

5. That none but those who are well qualified for the station, both by nature and art, and who design to make it the business of their lives, should engage in teaching.

6. That we repudiate the idea that "*anything* will do to give children a start" in obtaining an education, believing that in this, as in every other case, a master workman is requisite to lay the proper foundation.

7. That females are as well capacitated to teach as males; and if so, they should receive equivalent wages.

8. That no profession affords greater opportunities for doing good than that of teaching; and we consider this as being the highest inducement to influence a person to engage in it.

9. That, should we hereafter engage in teaching, we will endeavor to be actuated by a desire to do good and from innate love of knowledge.

10. That it shall be our constant aim to improve ourselves and become as fully as possible worthy to occupy the teacher's station. And we will use all the laudable means in our power to elevate the standard of teaching as a profession.

11. That we will not teach sectarianism in our schools; but will always strive to implant deeply and firmly, in the minds of our pupils, the ground principles of morality; or the great fundamental principles upon which Christians are agreed, and which underlie the whole fabric of Christianity. And, to this end, we will strive to learn what those principles are.

12. That we believe it to be proper, and to be the duty of a teacher to read a portion of the Sacred Scriptures daily in school.

13. That a teacher should teach by both example and precept; consequently, no teacher should use improper language of any kind, or be guilty of any habits which his pupils should not possess or practice.

14. That cleanliness is said to be the next thing to godliness; hence every teacher should be neat and cleanly in his apparel and person, and strictly enforce the same among his pupils.

15. That every teacher should have, if possible a well digested system of school government, one that will meet the approbation of the better judgment of both scholars and parent.

16. That every teacher should demand wages equivalent to his services; but, whenever he engages in a school, he should teach it to the best of his abilities, immaterial what his wages may be. Immortal mind is not to be weighed against dollars and cents.

17. That every teacher should have a regular programme of daily exercises, and that he and his pupils should be governed by it.

18. That no teacher should permit any class recitation to proceed without his immediate personal supervision.

19. That we believe it to be a good plan to commence school every day at about half-past eight A.M., and to devote the first half hour to "Morning Exercises," or general matters.

20. That we believe singing should be introduced to a certain extent into all our schools.

21. That we believe it to be good policy and promotive of good order and health to have a recess of five or ten minutes each hour.

22. That we believe six hours employed in actual study and recitation each day, to be sufficient.

23. That school rooms should be constructed in accordance with the purposes for which they are designed—of ample dimensions, properly located and ventilated, and well furnished; also properly provided with apparatus, yards, and out-buildings.

24. That every teacher should take a pride in preserving the school house and desks from injury, and in seeing that his pupils take proper care of their books. This his own good name and the interest of his employers demand.

25. That we will constantly urge upon our employers the importance:

1st. Of sending their children regularly and seasonably to school.

2d. Of supplying them with the necessary books and stationery.

3d. Of teaching them to strictly obey the rules and requisitions of the teacher.

4th. Of training them to be orderly, and scrupulously regard the right.

5th. Of encouraging them to be studious by taking a personal interest in their studies.

6th. Of improving every opportunity to visit the school.

7th. Of aiding in promoting a spirit of kindness and forbearance.

8th. Of going to the teacher *first*, if they disapprove of his course, and candidly and in the proper spirit pointing out their objections.

26. Believing health to be an indispensible blessing, we will use our influence to have the study of Physiology introduced into our public schools.

27. That, as teachers, we will endeavor to instill into the minds of our pupils a general knowledge of the fundamental principles of our government, and of loyalty to the confederation, that our blood-bought institutions and priceless liberty may be preserved.

28. That we will advocate the introduction of the fundamental principles of common law as a branch of study in schools, that the people may become better acquainted with the law, and thereby peace and harmony may be promoted, and the great expense of law-suits mostly avoided.

29. That those of us who in future may engage in teaching, will continually bear in mind the importance of the teacher's work, the responsibility of the teacher's station, and the nobleness of the teacher's profession; and not knowingly neglect duty, shrink from responsibility, or disgrace the profession. And, in no condition of life, will we fail to remember that we are dependent upon a Supreme Teacher, well knowing that without His approbation, aid and protection, we cannot competently discharge the duties of life.—*Iowa Instructor.*

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## A MODEL SCHOLAR.

Soon after I was settled in the ministry, I was appointed a member of the school committee of the place. In my frequent visits to one of the schools, I took notice of a boy whose clothing was very coarse and showed many patches, but still was clean and neat throughout. His habits were remarkably quiet and orderly, and his manners very correct. His disposition was evidently generous and kind, and his temper mild and cheerful as he mingled with his schoolmates at play, or joined their company on the road. When I last saw him in New England, he was on his way to school. His appearance still bespoke the condition of his poor and wid-

owed mother, and his hat was but a poor protection against either sun or rain; but, as I passed him, he lifted it with an easy but respectful action, a pleasant smile and a cheerful "good morning," which, unconsciously to himself, made the boy a a perfect model of genuine good manners. His bow, his smile, and his words, all came straight from his true, kind heart. When I last saw him, thirty years had passed, and I was on a visit to the West. The boy had become a distinguished lawyer and statesman; but his bow, and his smile, and his kind greeting, were just the same as those of the barefoot boy with a small hat.—*Massachusetts Teacher.*

## TEACHERS' INSTITUTES.—1860.

The spring sessions, commencing at Prairie du Chien on the 22d of March, closed at Hartford, on the 9th of June. The interest was much greater, and the attendance larger than could have been anticipated. The larger part of the sessions were designed merely as *awakeners*, and were held only three days each. The season of the year is not as favorable as the fall, and yet there must be pervading the State a deep and abiding interest in the cause of popular education, if we may judge from the attendance of teachers and school officers upon the day sessions, and the crowded houses during the evening sessions. In almost all localities, schools were closed, and the teachers allowed their time. The citizens of the places where the sessions were held, generously entertained those who came from abroad, and in many places seemed to regret that their hospitalities could not be further extended. Some unavoidable mistakes occurred, which rendered the sessions at a few places less fully attended than they would otherwise have been. Special efforts will be made to prevent such failures in the future. A brief sketch of each of the Institutes is appended.

Whole number enrolled, 1184. Average to each Institute, 59.

The gentlemen having charge of the Institutes were, Chancellor Barnard and C. H. Allen, of Madison; J. Ogden, of Ohio; T. J. Conatty, of Kenosha; J. G. McMynn, of Racine; A. Pickett, of Horicon; J. Eberhart, of Chicago.

*Prairie du Chien:—*

The notice of the session at this place was not sufficiently circulated to secure a general attendance. There were some twenty names enrolled, and a great interest manifested on the part of those in attendance, and the citizens generally.

*Richland City:—*

The Institute here numbered thirty-five, most of them actual practical

teachers. Under these circumstances, the session could but be interesting. Valuable aid was rendered by Prof. Silsby, and others, in conducting the day exercises, and the evening addresses.

*Tafton:—*

The exercises here were conducted mostly by Prof. Parsons, and other teachers in the locality. We hear these were of an interesting and profitable nature.

*Albion:—*

This Institute was made up chiefly of the students of Albion Academy, who are preparing for teachers. The services of Prof. Eberhart, of Chicago, were exceedingly valuable, tending to waken thought and give it a right direction. He has a warm corner in the memory of those who listened to his instructions. Profs. Williams and Cornwall also rendered efficient aid.

*Black Earth:—*

A bad beginning does not always insure a good ending; but the disappointment in regard to the first night's lecture did not discourage the teachers assembled, and the interest could not have been greater, had the accident not occurred. The forty teachers here felt well paid for time and trouble.

*Horicon:—*

Number, 75. The peculiar feature of this Institute was the connecting institute exetcises with regular school examination. The teachers presented their methods of instruction by hearing classes. The pupils acquitted themselves well. All pronounce the Institute a decided success, novel in its character, but eminently beneficial. Those who enlivened the exercises with sweet music, soothed some of the weary ones after the usual hour for retiring. Many thanks. Nor should the pleasant surprise on Friday evening be forgotten, when the tables groaned first, and people afterwards.

*Sheboggan Falls:—*

Much to our regret, we were not present at this Institute; but, knowing that Mr. Pickett, of Horicon, was there, assisted by Mr. Gaylord, of Oshkosh, we infer that they had a good session. About ninety teachers were in attendance. Sheboygan county we think is waking up, and moving in the right direction. As a notice of this Institute appeared in the June number of the *Journal,* we not say more here.

*Waukesha:—*

About one hundred "live" teachers assembled here on the first day of the session, and the interest increased, as usual, during the session. The

services of Profs. Conatty and Ogden were well appreciated, and the "hobby riding" gave general satisfaction. The communications in the local papers show that *thought was awakened,* which is, after all, the chief object of an Institute.

*Whitewater:—*

This was the largest Institute of the course, numbering 125. Much interest was awakened, and the sessions—especially the evening sessions—were crowded.

*Platteville:—*

The 95 teachers present had a good opportunity to become acquainted with each other through a May party, which opened the exercises on Tuesday. There was no lack of life or interest in all the sessions, especially the social session of May 1st. Many will long remember the pleasant serenade of the Glee Club.

*Sparta:—*

Unlike the Platte*villians,* the *Spartans* withheld their feast of "good things" until Saturday, when the teachers were invited to "refresh" in the grove. The keen relish which they had exhibited during the week for intellectual food, was equalled, if not exceeded by the readiness with which they partook of the "grosser things" on Saturday. Not the least pleasant thing of the session was the serenade by the Brass Band, which was, we believe, designed for our worthy State Superintendent. The La Crosse delegation were full of life, and *added* as well as *manifested* great interest.

*Monroe:—*

Misunderstanding in regard to time gave a small attendance, but the 30 present had a profitable session, and are anxious to have another session in the fall.

*Montello:—*

Not a very large attendance here, but the energy with which those present took hold of the work, made up for the lack of numbers. Good music and good feeling prevailed.

*Wautoma:—*

A large number here, but not half the interest. A lack of confidence in the success of the Institute rendered it more difficult to start, yet the session was pleasant, and another one would be better received and attended.

*Steven's Point:—*

For local causes, the session was called at this place rather than Plover,

where it had been previously announced. The new and pleasant school-room added much to the enjoyment. The sessions were spirited, and some sparks were emitted, which will, we hope, kindle an intellectual fire.

*Waupaca:—*

Wide awake here. About eighty teachers present. Good attendance, good interest, good music, good feeling, good time generally. Waupaca will long be remembered.

*Berlin:—*

Notwithstanding the want of sufficient notice, a goodly number assembled, and Tuesday and Wednesday were fully and profitably occupied in discussing questions which were propounded upon subjects connected with the labors of the profession. We hope the notice of the next session at this place will be more widely circulated; if so, there will be a full attendance.

*Jefferson:—*

The teachers were prompt in attendance, and made the exercises very lively and profitable by spirited discussions. The Watertown teachers were out with full ranks, and united heartily with others in search of improvement.

*Galesville:—*

We hear a good report of this Institute, and can well believe they had a good time, from previous knowledge of the teachers and inhabitants.

*Hartford:—*

Found everything "cut and dried," and in good order here. A full attendance. Promptness in responses, and readiness to *do*, were the prevailing characteristics of the teachers, and hospitality that of the people.

Many applications were received for Institutes, but at too late a date to be answered. There can be little doubt that the whole State is aroused upon the subject, and that the fall Institutes will be more fully attended.

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HUMAN happiness has no perfect security but freedom; freedom, none but virtue; virtue, none but knowledge; and neither freedom nor virtue has any vigor or immortal hope except in the principles of the Christian faith, and in the sanctions of the Christian religion.—*Pres. Quincy.*

## EXERCISE PATIENCE.

If there is any work that calls loudly and constantly for the exercise of patience, it is that of the teacher. His labors are arduous under the most favoring and favorable circumstances. The good seed sown in the school room during the day may be rooted up by other hands in the evening, and more than this, tares may be sown instead. Day after day will you, my my friend, be called upon to *undo* and do over; and at times your very soul will almost sink within you, and exhausted Patience be ready to take her flight. But let her depart not. In the expressive words of another, —"Lift up your eyes in the fields; they are white already to harvest. With the blessing of Providence go to the field of your slow, patient work. That slowness of the result may be the bitterest element in the discipline.

'To-morrow! and to-morrow! and to-morrow!
Creeps in this petty pace from day to day,
To the last syllable of recorded time.'

Be content to wait for Him with whom ages are days, and in due season ye shall reap if ye faint not. Go out with faith, with supplication. Ye shall come again in the jubilee and sabbath of the resurrection, rejoicing." —*Northend's Teacher's Assistant.*

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## HOW CAN OUR SCHOOLS BE IMPROVED.

The first prominent defect in our schools is the lack of thoroughly qualified and experienced teachers. It is a mistaken notion that a teacher of very limited acquisitions is just as good as any for small scholars. It is an error to suppose a teacher need know nothing except what he is called upon to teach. No teacher, who is not able to gather from his collateral knowledge, subjects of interest around the one he would illustrate, can interest his pupils. This is the one lamentable defect in teachers—the lack of power to interest. That teacher is most succesful who most awakens thought in his pupils, and arouses the energies of the mind to search after knowledge. No teacher of meagre acquirements can do this. Much has been said, and well said, in regard to the methods of instruction, but no mere method in itself is good for anything. Unless there is a power on the part of the teacher to make his subject interesting, then

no method of doing the necessary work of recitation will be of any avail. The best methods fail in the hand of superficial, self-conceited teachers, whilst almost any method will be successful in the hands of well qualified, judicious, earnest ones. Our teachers need first, greater proficiency in the branches they teach, and then more extensive acquisitions and general knowledge. The teacher, even of a primary school, ought to understand science enough, and have general culture enough to teach children of any age. In fact, some have thought the very best teachers ought to be selected to do the first work of school education, that the foundation may be securely laid, upon which others of even less ability may then rear the superstructure. Certainly it is true that we want want "workmen that need not be ashamed" on every part of the building, working as they do on material more precious than gold, silver, or precious stones. Children are most interested in oral instruction. Books are to be studied and recited from, but a child ought to be taught much practical knowledge before he comes to find it in books. Perhaps he will never find it there. Every teacher should be a good grammarian practically, even if no class pursue the science in school. The art is used all the time, by both scholar and teacher. Young children are learned the art of talking, and the teacher may show his skill to advantage, in teaching even a little child, if not to *write*, "to *speak* the English language correctly.". Why should not every teacher note carefully every error in in conversation, and try to correct it, that it may not become inveterate in after years? Every teacher ought to understand fully, and have at his command, all the leading facts of history, geography and natural philosophy,—for how much invaluable information of great interest to everybody can be incidentally imparted by a thoughtful teacher, in regard to the earth and what is in it? So also he should know enough of physiology to explain, even to small children, the various organs of the human body, and their proper functions. How many teachers could tell their pupils why the room must be ventilated, why they need exercise and wholesome food, and why they must keep their feet dry, if they wear shoes, but may dash into the water without danger if they go barefoot? Children will not believe a thing from mere telling. If they can be made to see it, to understand the reason of a thing, then it is no longer a matter of faith, it is knowledge, and what a child knows is thereafter his own, a part of himself. So also of botany. How many teachers could give a child any idea "how plants grow?" Tell him they grow from seeds, and he knows nothing about it, and has no interest in it; but go out into the garden and pick off a pod, open it, take out the bean, split it open and show the child the little leaflet all neatly folded within, ready to grow, and he has made a discovery, —the plant is in the seed! The same might be said of arithmetic, natural history, and all branches of science. They are all sources whence the earnest and successful teacher draws his power. This is not more a gift of his nature than a result of his culture, and very few teachers

are so generously endowed with this *vis naturæ*, that they can dispense with the *cultura doctrinæ;* nay, none are. "Aptness to teach," by nature, is not the only qualification of the successful educator,—power or interest, gained by generous mental and moral culture, must be combined with it, or the results will be meagre and unsatisfactory.

No teacher interests his pupils who is not himself interested in what he teaches. Here like begets like, and you will toil in vain to make children study what you care nothing about. The good teacher is still a a learner. He knows that he has fathomed nothing to its depths; that he has reached the summit of no sublime height of scientific truth. An eminent educator has well said, "The best teachers are they who are pupils, and the best pupils are already teachers." The motto over every school-room door ought to be, "none but learners here," not by any means excepting the teachers of the rest. Teachers must themselves be advancing in acquisition or they will not be acceptable as teachers long. If they do not advance they lose their former interest, and then the same amount of acquired knowledge will not do the same work in teaching others. Teachers must study to keep their own interest alive. This is the reason why many who have made good beginnings as teachers, fail in after years. It is not that they know less, but what they do know no longer awakens in them that enthusiasm it once did, and therefore they cannot awaken the same enthusiastic interest in others. If teachers would gain and maintain a deserved reputation in their profession, they must be always making new acquisitions, never stopping under the protest that they already know more than they will ever be required to teach. The blade must be kept keen, if you would have it keep cutting, and the armor must be often burnished that you would have always shining.—*Co. Commissioner Gardner, in N. H. Journal of Ed.*

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## A WORD TO YOUNG TEACHERS.

While many expend vast amounts of time and thought in perfecting the plan of our Union Schools, and our best educators devote all their energies to the working out of its details, it has seemed that our country schools have been somewhat overlooked, and that the young teachers of them have not received that sympathy and counsel which is needful under the peculiar trials they have to encounter. With but a dozen little ones around them, their difficulty is to find enough to occupy their time; and the hours pass by with a slow and weary step. Perhaps a word from one who has tried it, and therefore knows, may not be inapplicable.

The time is not so long ago that we cannot remember when we too aspired to the honorable distinction of school ma'am in a country school. The house was situated, like many others, where four roads meet; and the nearest approach to a tree was across a ten-acre lot; and all day long the melting summer sun came down upon the low roof, and through the curtainless windows, in one fierce blaze of light and heat.

Well do we remember the first few tedious weeks of that summer school before we had learned how to "keep" it. There were but thirteen pupils—all told; and it was a daily problem—most difficult of solution, too—how to keep busy from nine o'clock until twelve, and from one until four; for it was an unpardonable offense to close the exercises a moment before the time.

And so our principal business was to devise ways for keeping busy. But still, lengthen out the recitations as we would, they obstinately refused to fit into the allotted time; there would always be a gap between the last one and four o'clock. It seemed as if the sun went back daily upon the dial-plate at least fifteen degrees.

And if by chance a pupil staid away a day—that pupil composing, as he often did, a whole class—then was the perplexity doubly increased. Oh, how anxiously have we stood at each of the four windows, looking down each of the four roads, watching for the coming of the little ones, or listening for the patter of their little feet upon the threshold.

But at last we learned a secret that there was pleasant and profitable employment for every moment of the day. And shall we tell you the secret, young friends?

In the first place, make your schoolroom as attractive as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupils once, and you will see with what alacrity your boys will cross even the ten-acre lot to bring them for you; and you will see, too, how much better the same boys will study sitting beneath their friendly shade, than with the hot sun pouring its rays upon their defenseless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where sun, shining through the green leaves, has paved the floor with curiously wrought mosaic. They love to look upon beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skilful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a a sight of the flowers *they* put

in, and how, refreshed with the bright colors and beautiful forms, they will go to their study with a new zest. And if one little fellow, with a more loving heart than a discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with as pleasant a smile, and as hearty a "Thank you, Charley," as if they were moss-rose buds, and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from their golden petals will enter into his soul and beam out upon his face, and you will find that b-a ba k-e-r ker is mastered with much less difficulty than you had thought possible.

When the recitation in geography comes on, take imaginary travels with your class upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is being combined with profit.

In arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, etc., and you will find that the arithmetic hour has passed before you had thought it begun.

In studying the spelling lesson, send your class to the board. Let them pick out the most difficult words, and write or print them on it. When the class comes to recite, you will find those words are not among the misspelled.

Do not think you must confine your teaching to the branches you profess to teach. Informal teaching is often the most effectual. If a butterfly or bee flutters in and alights upon your nosegay, call the children around it—teach them to admire its many colored wings, or the wonderful provision made for extracting and carrying honey—show them the uses of the various parts, and their adaptation to each other—tell them some story of the butterfly or the bee—and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—(children love to learn the names of beautiful things)—bid them find out and tell you the points of resemblance or of difference between any two—and, before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnæus, or Audubon, or Agassiz.

And, more than all, you will find that, not only your own time and theirs has been fully occupied, and that four o'clock, instead of lagging

half an hour behind your wishes, comes a full hour too soon, but that you have implanted within them the gems of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright enough crown of rejoicing at the last.—*Michigan Journal of Education.*

## INFLUENCE OF THE COMMON SCHOOL.

(MUTATIS MUTANDIS.)

Change, wide and deep, and silently performed,
This land shall witness; and, as days roll on,
The earth's remotest bounds shall *feel* the effect,
Even till the smallest habitable rock,
Beaten by lonely billows, hear the songs
Of humanized society, and bloom
With civil arts, that send their fragrance forth,
A grateful tribute to all-ruling Heaven.
From culture, unexclusively bestowed
On this, Columbia's race, in Freedom born,
Expect these mighty issues; from the pains
And faithful care of unambitious schools,
Instructing simple childhood's ready ear,
*Thence* look for these magnificent results.—*Wordsworth.*

EDUCATION.—A good education, including the proper instruction, is the first, middle and last means by which youth become virtuous; while all other good things, such as riches, high birth, beauty, etc., are in comparison with such an education, not worth trying for.—*Luther.*

# FICTION.

MUCH needless prejudice exists in the world, against fiction as a vehicle for the conveyance of truth. The Church has almost universally raised her voice against it. The good have conscientiously opposed it, because it has been made to minister to depravity and godlessness. There are others whose natures are so angular they can perceive no beauty in the most exquisite sentiment—in the finest effusions of the imagination, unless it is matter of fact. Like the mathematician to whom was read "Paradise Lost," they will ask, "What does it prove?" The mass of fact measures their appreciation and meed of praise. To such, of course, the most fervid appeal for fiction would be powerless. And because fiction has been made a panderer to vice—turned from a means of development into an instrument of destruction, is it to be unjustly condemned? Those vile, low compositions laden with moral pestilence, appealing to the basest passions of the heart, vitiating and inflaming the imagination until the whole soul is blackened and burned with unhallowed fires, which find their way into our homes and corrupt our youth, must not be taken as the types of fictitious literature.

Parental care cannot be too severely scrupulous in the suppression and banishment of such from the home sanctuary. Fiction has a noble office to perform. It has to do with a faculty of the soul not less important than the reason—the Imagination. Its craving is ever after the ideal. It does not confine itself within the sharply defined boundaries of the actual—is not content to tread the prosaic beaten ground of the ascertained, but roves in realms of its own creation—spiritual, unseen, tangible to the soul's inner vision,—peoples it with forms of unutterable grace and beauty, sees and hears the most entrancing sights and sounds. To purify, to chasten the imagination is the true province of art; and fiction is to be its constant and powerful ally.

Ideal characters, whose thought and action are replete with the loveliness of Truth, Justice, and love, who invest human nature with a grandeur and glory not actually seen, yet to be earnestly striven for—whose lives are a complete exhibit of self abnegation, magnanimity, heroism, and a triumph of Right and Goodness over Wrong and Sinfulness, cannot fail to affect and determine rightly the sensibilities and the executive messages of the will. If such characters are portrayed, we ask not whether they are real or ideal, the effect upon us is the same. And if fiction be thus employed, be made to gratify the intellectually and morally beautiful, lifting the soul from the sensuous to the spiritual, presenting the imagination the loveliest conceptions and creations, it is a forceful means for human good. A pathetic and gracefully told story, has often

effected more good than oft plied entreaties and numerous sermons. The blessed Savior, in the apt and striking parable illustrated and enforced as he could in no other way, the lesson of heavenly truth. The choicest and boldest allegories, similes, and metaphors are used by the sacred writers. Heaven has consecrated the use of fiction to the spiritual and highest good of the race.

In childhood, the imagination predominates. Reason has not yet borne her kingly sway.

If truth is to make an impression upon the heart, and the graces and amenities of a true manly and Christian life are to be bred and nurtured in the youthful soul, it cannot be done by logic, by formulas of faith, by cold abstract teachings. It must be done by enlisting the emotional nature, by personifying truths and excellencies as living, acting beings. Stories are the sermons for children. Good wholesome fiction they demand, and it is a serious error not to grant it.—*S. F., in the Galesville Transcript.*

## CORRESPONDENCE.

EDITOR JOURNAL EDUCATION:—While teaching several years since in the State of New York, I labored under no little inconvenience for want of outline maps, and other suitable apparatus for the purpose of illustration, and I presume the teachers of Wisconsin labor under no less inconvenience at the present day. But few schools are provided with a single article for illustrating the branches taught, or with necessary furniture for the convenience of the schoolroom, except a water pail and a rusty tin dipper.

In the premium list of a certain county agricultural society, I notice premiums offered for the best specimens of painting, daguerreotypes, photographs, artificial flowers, embroidery, wax-work, a band of music, etc., and it has occurred to me that it would be quite as appropriate to offer premiums to school districts for the best school apparatus, consisting of maps, charts, or any other articles used for illustration; for the best library, taking into consideration the number of volumes, condition, and adaptation to the wants of districts, together with the last annual report of the librarian of the number of volumes loaned and read; for

the best exhibition of schoolroom furniture, consisting of articles for use or ornament, including also the number of square feet of blackboard reported; also, for the best specimens of map drawing by scholars under a certain age, say 16 years. By so doing, and offering liberal premiums for such additional articles as are needed for the schoolroom, or in books for the library, or in cash, with the understanding that it shall be appropriated for a similar purpose, it would doubtless operate as the best stimulous to school districts to furnish themselves with such appendages as could be afforded.

These ideas, though crude and perhaps novel, are thrown out as suggestions to introduce the subject for consideration, and the public would no doubt be gratified to learn the *Journal's* views upon the subject.

APRIL 23*d*, 1860. KENOSHA COUNTY.

[The suggestions of our correspondent, (a Town Superintendent, we believe,) strike us with favor. If it is right and proper to encourage improvements in the cultivation of the soil, breeds of domestic animals, and the mechanic and fine arts, it is certainly not less so to offer the same stimulus to education. It is probably too late to attempt much this year except to bring the subject before the county agricultural societies at their several fairs, and if possible have the subject taken into consideration in the arrangements for another year. We shall be glad to hear of our correspondent's success in his own county. The several speakers at our county fairs might be induced in many instances, no doubt, to say a good word in furtherance of educational improvement. We shall be glad to hear from others on the subject, and if there are any serious objections to the plan proposed by our correspondent, to have them pointed out. At present, it seems to us that it would be quite as useful and interesting to see the best set of school apparatus at a county fair, as the best bed-quilt, or the biggest beet. It is quite certain that where we have the best schools we shall have the most intelligent and prosperous farmers.—ED. JOURNAL.]

GRAMMATICAL.—The criticism annexed will call forth a reply, we presume, from some of our readers:—

"Will some of your correspondents inform me why Clark's Grammar is recommended by our State Superintendent, and by so many of our Wisconsin teachers? Is it on account of his diagrams or hen-coops? I have no objection to diagrams, except that they are useless; for the sentence must be analyzed, *i.e.*, the pupil must *know* what is the subject and what the predicate, and what substantive, adjective, and adverbial words,

phrases, and clauses are contained in the sentence, and modify its principal elements, before he can coop them up; and, when he knows this, what is gained by cooping?"

[For want of space, we omit our correspondent's prosecution of his hen-coop illustration, and give his concluding words.]

"When we advance to such profound rules as, 'A noun or pronoun in the predicate, is in the independent case,' and are further told that this independent case may be of the form of the nominative or objective, *e.g.*, 'It was I,' or 'It was me,' and this backed up by a Latin quotation, showing the author about as profound in his knowledge of Latin as of English, we can find no more appropriate language than that in which our German teacher expressed his opinion of a kindred work for learning German, 'It be just worth for to put in the fire.' N. N. Y."

# SUPERINTENDENT'S DEPARTMENT.

## OFFICIAL VISITS.

In accordance with notice issued some weeks since, I have attended the several Institutes held in in different parts of the State, with but one exception. Sickness of friends prevented my being at Whitewater, though the appointment was met by the Assistant Superintendent. At all points there was a goodly attendance of Town Superintendents and District Officers. In some counties nearly every town was represented. The meetings, I doubt not, will prove beneficial. Much useful information was derived with regard to the present condition and the wants of the public schools. I desire here to express my gratitude to those who promptly and cheerfully responded to the call. It evinces an interest which betokens good. I trust that the increased efficiency of the schools will compensate for the personal sacrifice that many made in attending the meetings.

In traveling from point to point every school upon the road was visited when it was possible so to do. Many active teachers were found laboring zealously for the good of those under their charge. On the other hand, some seemed to have little anxiety except to get through with what was to them a disagreeable task. Generally, I was much pleased with the neatness that pervaded the school-rooms visited, though there was an unpleasant contrast in some localities. The material of which the house was built was not in all cases an index of what might be

found within. These visits were necessarily very short, but suggestive. I found very few schools that had been visited by parents. School-houses were generally better, in many cases much better, than I had expected to find in so new a State. Other portions of the State I hope to visit during the fall.

## DECISIONS.

*Q.* In the March number of the *Journal* there appears an opinion contrary to opinion of former Superintendent, as found in School Code, 1859, page 80. Will the latter opinion affect action had under the former?

*A.* Certainly not. It will be applied only to cases arising since its publication; and the same may be said of all opinions published from this office, when they seem to conflict with what has been heretofore held.

N. B. Blanks for annual reports have been sent to all the Town Superintendents. Those not receiving them, or not receiving enough for all the clerks, will confer a favor by notifying the department at once. Those having blanks of last year will please not use them, as a mistake occurred in their publication which rendered them defective in one point.

Town Superintendents and District Clerks are entitled to the *Journal of Education*, and to copies of the *School Code for* 1859. If any are not supplied, they will please notify us immediately. It is important that they be in every district in the State.

Copies of Mr. Draper's last report are in the office awaiting orders, from any who have not been supplied. It is very important that they be distributed.

All the amendments to the School Law passed by the Legisltaure of 1860, will be found in the June number of the *Journal*. Superintendents and District Clerks will please preserve them carefully, as they will be published in no other form.

J. L. PICKARD,
*State Supt. of Pub. Instruction.*

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## GALESVILLE.

THE Teachers' Association met on Wednesday, (6th ult.). The members were entertained and instructed by Prof, Ogden. The topic of his forenoon discourse was arithmetic; afternoon, grammar; evening, education generally. The Professor makes a broad distinction betwixt book knowledge and education. The latter he defines to mean nothing less than the perfection of man physically, mentally, morally, and spiritually. The Professor is the author of "The Science of Education and Art of Teaching," a work which has been favorably received and highly recommended by the best educators of our country.—*Galesville Transcript.*

# MATHEMATICAL DEPARTMENT.

CONDUCTED BY CHAS. H. ALLEN.

We design to make this department, if possible, more available to the mass of teachers, by changing, in some degree, the nature of its articles. While we do not wish to exclude the higher branches of mathematics, we think it will be more profitable to the teachers and schools in general, to discuss the best methods of explaining and demonstrating the rules and principles of arithmetic, and such practical points as are of every day importance to the teacher. The discussion of the "why" in relation to the method of finding the sum of a geometrical series has awakened much thought.

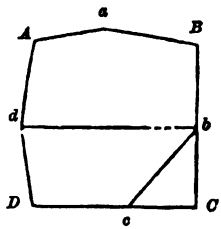
We solicit from teachers and others, questions, short articles, and explanations of this nature.

*Solution of Problem No.* 40.—Let $f$ denote the first term of any geometrical series, $r$ the ratio, $n$ the number of terms, and $S$ their sum. Then will $S=\frac{fr^n-f}{r-1}$. (See June number.) Put $l=fr^{n-1}$, the last term of the general series. Then $S=\frac{rl-f}{r-1}$, or $r=\frac{S-f}{S-l}$. Now, if $r$ be an integer, $S-f$ is exactly divisible by $S-l$, and $S\div(S-l)=r+\frac{f}{S-l}$; in which the integral part of the quotient equals the ratio, and the numerator of the fractional part, the first term. From the equation $l=fr^{n-1}$, we find $n-1=\frac{\log.\ l-\log.\ f}{\log.\ r}$. Suppose $S=45$, and $l=24$; then $45\div(45-24)=2+\frac{3}{45-24}$ $\therefore$ $r=2, f=3$, and $n=\frac{\log.\ 24-\log,\ 3}{\log.\ 2}+1=4$.

Suppose $S=12490400$, and $l=10706059$, then $r=7$, $f=13$, and $n=8$. The first term and ratio may be computed from the following equation:

$$l\div(S-l)=(r-1)+\frac{f}{S-l}.$$

L. CAMPBELL.



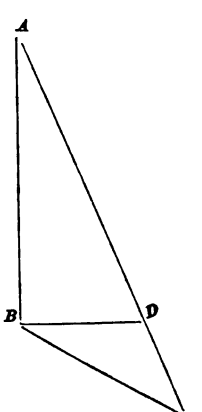

*Solution of Problem No.* 39.—Let $AaBbCc$, etc. be the corners and quarter posts as fixed by the United States surveyors; how shall the section be divided into four equal parts?

Connect the points $d$ and $b$, and find the area of the whole section, and also of the part $dDcCb$; and the difference between the area of this part and half the area of the section will be the area of a triangle (of which $db$ will be the base), to be added to or taken from the figure $dDCb$. Divide by $\frac{1}{2}$ $db$ and we have the height of this triangle, which we will make $h$. Draw a line parallel to $db$, at the distance $h$, and the center of the field will be somewhere in this line.

Again, join $cb$, and find the area of $cbC$; subtract this area from one fourth of the area of the section, and the remainder will be what $cbC$ wants of a quarter of a section. This deficiency will be a triangle, of which $cb$ will be the base, and of which the height will be found as before. Call this $i$. Draw a line parallel to $cb$, at a distance $=i$, and the center will be in this line, and, of course at the point of intersection of this line with the line before drawn parallel to $db$. Connect this point with $a$, $b$, $c$ and $d$, and the field is divided into four equal parts, *quod erat faciendum*.

The heights of these perpendiculars being known, we have all the data necessary for a trigonometrical solution. C. C. B.

*Correction.*—In the solution of problem 41, $CDE$ is represented in the diagram as an obtuse angle, when it is acute. Also, $AC=a$ should be $AD=a$. L. C.




*Problem No.* 43.—$AB+AC=100$. $BC=10$, and $BD=8$. The angle $ABD$ is a right angle. Required $AB$.

WYOCENA, WIS. P. BRONSON.

THE following has been going the rounds as a mathematical and literary curiosity. We give it for the benefit of the curious, and ask especially the attention of book-keepers and accountants. The mathematical part is all right; there is a little difficulty about the literary part.

How is it?

| John Doe to Richard Roe, | *Dr.* |
|---|---|
| To 2 Iron Boxes, a $8, - - - - - - - - | $16.00 |
| one wood do, - - - - - - - - - - - | 8.00 |
| one wooden do, - - - - - - - - - - | 8.00 |
| Received payment in full, | $8.00 |
| | Richard Roe. |

# EDITORIAL MISCELLANY.

In assuming the charge of a journal devoted to the educational interests of the State, it will be expected, we suppose, that we shall say somewhat by way of introducing ourselves to the educational public. In addition, however, to remarks already made in our prospectus, which has reached many of our readers, and is reprinted on the inside of the cover of this issue, little needs to be added, perhaps, at the present time. The position occupied by the conductor of any journal is one of perplexity and responsibility; this is peculiarly true of the conductor of an educational journal. The dicta of political editors are usually taken with some grains of allowance for partizan bias and party interest; but educational editors represent no party; and though they may not always be wise, they are supposed to speak what they think. In so far then as they enjoy the confidence of their readers, it is a matter of some importance that they think before they speak. The more so, because error in education is eminently fraught with mischief. The careless tracing of a finger upon the sand may determine the course of a rill that at last becomes an important stream. We hope not to be unmindful of our responsibilities, and ask the aid and sympathy of all co-workers in the educational field.

Our readers will probably discover errors and omissions in this the opening number,—perhaps in every number,—but we hope in another issue to avoid some of the defects of this. "An author's pen," says Coleridge, "like a child's legs, improves by exercise." We suppose the same is true of an editor's pen and scissors.

We feel a little of the embarrassment of a public speaker, who enters the room before his audience assemble, and is in doubt as to how many may come. The State subscription, indeed, is known, and is at present the chief pecuniary reliance

of the *Journal*. But we do not communicate, except indirectly, with the school officers of the State,—that being the province of the Superintendent of Public Instruction, who of course has exclusive control of that department of the *Journal*. At this date we have received very few individual subscribers. We hope that those who have sustained the *Journal* in the past will not see any occasion to withdraw their support for the time to come; but we must await their pleasure. The first number will be sent to those of the old subscribers with whom we happen to have a personal acquaintance, or whom we suppose from any cause to wish to continue. Payment in advance, however, is a rule trom which no publisher can, in justice to himself, or to those who observe the rule, materially depart. For all copies printed, the printer must be paid, and punctually paid; and this must be done out of the receipts of the editor. It is true that each subscription is not much in itself; but for this very reason, it can be but very little inconvenience to each subscriber to remit in advance, while the withholding of payment causes, in the aggregate, a serious inconvenience to a publisher.

We are aware that most teachers have access to the *Journal*, without subscribing for it, if they choose to borrow it from the clerk of the district in which they teach; and this is sometimes mentioned as a reason why more teachers do not subscribe; but in regard to this class of the supposed readers of the *Journal*, the editor may naturally feel somewhat as a speaker feels in regard to that portion of his audience who sit before him with their eyes closed—he is quite uncertain about having their attention.

We shall be glad to have any teacher, town superintendent, or other person procure and send us subscriptions, withholding for clubs of four, seven, or ten and upwards, the discount allowed in the prospectus, as a compensation for the trouble; or, if wishing no compensation, allowing the discount to the subscribers. A few teachers in a town can easily club if they wish. It is not necessary to a club that all the copies be sent to one address, or one post-office; but simply that the money be sent on, in advance, at the published rates.

We have the pleasure of placing the Mathematical Department of the *Journal* in charge of our old friend. C. H. Allen, who proposes to give a little more variety to its scope, and make it useful to teachers of all grades. We hope it will also be found attractive to many pupils in our schools. Communications for this department may be addressed to Mr. Allen at this office.

Dr Hitchcock, of Amherst College, has recently been elected an honorary member of the Imperial Geological Institute of Austria.

Female Education.—M. Vasser, a wealthy citizen of Poughkeepsie, N. Y., is about to found a Female College, equal in its advantages and courses of study to our best colleges, and endow it with a fund of *four hundred thousand dollars*. His generous purpose has been equalled by no similar foundation in this country, that

we are aware, except that of the Cooper Institute, New York, now in operation and designed to enlarge the sphere and increase the rewards of female labor. Mr. Vasser, like Mr. Cooper, believes in doing good with his wealth while it is yet in his own hands.

THE INSTITUTES for the spring, commencing March 22, at Prairie du Chien, and closing June 4, at Hartford, have been, we learn, quite successful. For a brief sketch of each, published on preceding pages, were indebted principally to the pen of Prof. C. H. Allen, who conducted most of the Institutes, and is permanently employed by the Board of Normal Regents, under Dr Barnard, their Agent, for this and other purposes connected with normal instruction in the State. Mr. Allen has a pleasant and genial way with him, by which he at once gains the confidence of the teacher, and he is at home in the duties of the Institute. Twenty Institutes have been held this term, in eighteen counties, distributed widely over the State. The "institution" is becoming known through all our educational borders, and working much good. But when shall we have a Normal School? Institutes are necessarily brief and fragmentary; they rather excite the appetite for improvement than satisfy its demands. We do not forget nor disparage "Normal Departments," engrafted upon some of our seminaries of learning. They will do good. But teaching is a profession, and, like other professions, must have its own proper training schools, under charge of those who make *that* their business, and are *specially fitted for it.* Our present policy partakes too much of our Yankee system of make-shift and expediency, and will not work in the long run.

NOTICE.—We are requested by Mr. Allen to urge those parties who wish Institutes to be held in their localities the coming autumn, to send in their applications as early as the 15th of July. We suppose the conditions will be the same as heretofore, and that the rule will be observed, "first come first served."

THE UNIVERSITY INSTITUTE, in this city, was a good approximation towards a permanent normal school. Notwithstanding the disadvantage of a change of directors, this Institute was productive of much good. The instructions of Dr. A. D. Lord, of Columbus, Ohio, who had the Institute in charge during two weeks of the session, were of the most systematic and valuable nature. The University lectures were exceedingly profitable, and but one objection was made; it was, "too much of a good thing."

An Institute of a month, under a permanent director, could accomplish more in the way of class drills, etc, and would be more acceptable to the mass of teachers. One lecture per day, from other sources, would add variety, without wearying. Such an Institute we hope to see this fall, and believe it will be well attended.

C. H. A.

MOVEMENTS AMONG TEACHERS.—We learn that J. J. Angier has resumed his labors at Berlin, taking charge of the High School, assisted by his wife. Mr. Mc Intyre, his predecessor, has taken a pastoral charge at Watertown. E. B. Gray, as will be seen by a notice clipped from the *Times*, is at Sheboygan, hard at work. Mrs. Northrup, lately in charge of the Female Seminary at Stevens Point, is Principal of the public school at Plover. Messrs. McKindley and Larkin, recently in charge of the Milwaukee High Schools, which have been closed on account of the embarrassed condition of the school treasury, have opened their respective schools for the summer term, on private account. The attendance and patronage we learn are quite encouraging. The other public schools of the city are reopened for the present on a reduced scale. We hope the meeting of the State Teachers' Association among them may have the effect of "strengthening the weak knees of taxation" with the Milwaukeeans, and reviving their drooping educational energies.

SHEBOYGAN.—The Union School of this city commenced its summer term on Monday last, under the supervision of Mr. E. B. Gray, of Whitewater, as Principal of the Higher Department, and Superintendent of Public Instruction in all the departments.

Mr. Gray is an active, energetic, thorough man, has had several years experience in teaching, during which he gained for himself the reputation of a first class educator, and is thoroughly imbued with the spirit of his work. He is just such a man, we think, as is needed at the head of our school, and we bespeak for him the sympathy and co-operation of our citizens in his efforts to bring it up to the high standard that it ought to attain.

Mr. Gray is ably seconded by Miss Isabel McLaren, as Principal of the intermediate department which position she has filled during the last fifteen months with great credit to herself and benefit to her pupils. Miss McLaren is a worker in her profession, and a successful disciplinarian, and thorough and systematic in her methods of imparting instruction. She is assisted by Miss Elizabeth Brooks, who has for a year past taught the Second Primary department, and has a natural aptitude for teaching.

Miss Emma L. Jacobs has now charge of the Third Primary, Miss Helen McGregor of the Second Primary, and Miss Eliza Lundegreen of the Third Primary, as Principal, assisted by Miss Carrie Kellogg.

Miss Mary E. Wright still has charge of the Third Ward School, a position which she has filled acceptably to patrons and pupils for nearly two years.—*Times.*

PERSONAL.—We had the pleasure of a brief interview, a few days since, with Chancellor Neill, of the Minnesota University, and *ex officio* State Superintendent of Public Instruction. He has been in our city inquiring into our educational affairs, particularly in regard to our disposition of University lands. The Uni-

versity of Minnesota, we regret to learn, is deeply in debt for building, and it is proposed to suspend its functions for a period, till the debt is removed, and the State more developed. In the mean time, the Chancellor, by laboring in the elementary departments of the educational field, will be laying broad and deep foundations for the future.

PROF. JOHN OGDEN, late of Ohio, and well known to many teachers of this State through his labors in our Institutes last fall, and to some extent in the series just closed, has been appointed Principal of the newly established State Normal School of Minnesota, and enters upon his duties, we believe in July. Mr. Ogden has had several years experience in normal teaching, and is the author of a recent work on the science of education.

OUR NEWSPAPER EXCHANGES.—We are under obligations to the Racine *Advocate*, the Appleton *Motor*, and the Kilbourn City *Mirror* for recent friendly notices of the *Journal*. They are due to the efficiency with which our predecessor, Mr. Craig, has conducted the *Journal* for two and a half years past.

We notice, by the way, that the Racine *Advocate* has an educational column well filled. We infer that Mr. McMynn is "at the head of the column." As an aid to educational improvement in the State, would it not be well if other journals would imitate the example?

I WILL TRY; a magazine for boys and girls going to school. J. S. Hostetter, editor and proprietor. Fifty cents a year. Mechanicsburg, Pa. A capital thing for boys and girls. Who will "try" it? We will furnish the *Journal* and the magazine together, to any new subscriber, for $1.25.

# BOOK TABLE.

HARPER'S SERIES OF SCHOOL AND FAMILY LEADERS; Nos. 1, 2, 3, and 4. By MARCUS WILLSON, author of a series of School Histories. New York: Harper & Brother.

This series of Readers, together with an introductory Primer, is on our table. New Reading Books have naturally come to be looked upon with some suspicion. The educator is apt to think, when a new series is announced, that the object is rather to make money, than to supply any existing want. The present series, however, opens a new field in this branch of American book-making. Instead of merely miscellaneous

extracts, from a variety of authors, Mr. Willson's books, more especially in the higher numbers, take up subjects and treat them systematically, in a series of lessons. Thus: in the THIRD READER, we have, 1st, Stories from the Bible; 2d, Moral Lessons; 3d, Animal Life, or brief Zoological Sketches; and then a Fourth Part, embracing a few miscellaneous standard pieces, for reading. In the FOURTH READER, the author's plan, (which is that of combining useful knowledge with instruction in reading,) is more fully developed. Here we have familiar Elements of Human Physiology, Ornithology, Botany, and Natural Philosophy; another series of miscellaneous pieces, and another of Sketches from Sacred History. The plan, which admits, of course, of indefinite extension, is to be carried forward in higher books.

Mr. Willson is following, we believe, somewhat in the track, (though perhaps not an imitator,) of the writers of School Books in Germany. How far any similar effort can be adapted to our American schools and habits, can best be determined by the test of experiment: and we hope to see the test applied by liberal-minded teachers and school-boards. One thing is certain, that our youth are forming, to a great extent, extremely desultory habits of reading, which greatly need to be modified. If Mr. Willson's books are not adopted very extensively in the school-room, they must find their way, we think, into many private families. They are beautifully executed, and the pictorial illustrations are profuse, and in the highest style of wood engraving.

ELEMENTS OF PRACTICAL ARITHMETIC; being an Explanation of the Fundamental Processes of Arithmetic, with their application to Compound Numbers, comprising copious exercises. By WILLIAM VODGES, LL. D., and SAMUEL ALSOP. Philadelphia: E. C. & J. Biddle & Co., 1860.

This is Part First of the UNITED STATES ARITHEMETIC, by the same authors, and is published in a separate form, "to subserve economy; it being a well-known fact, that a large proportion of the Arithmetics used in schools, are worn out in the hands of the pupils who do not progress beyond division of compound numbers." This consideration is of considerable importance in the aggregate; every teacher is familiar with the sight of broken-covered, or coverless, dog-eared arithmetics, in the hands of beginners, while plodding through the mysteries of numbers A thin, flexible volume is also a much more convenient companion for the slate, and at the black-board. The two authors of this work combine experience in mathematical writing and the work of teaching, and have produced a good book.

McGUFFEY'S NEW JUVENILE SPEAKER; containing more than two hundred Exercises, original and selected, for Reading and Speaking. Cincinnati: Winthrop B. Smith & Co.

The use of a Speaker is not limited to the pieces actually committed and spoken. Pupils go over the pieces in ideal utterance, and cultivate

their taste and imagination not a little by the process. Therefore a New Speaker is always welcome to the boys and girls. They, too, are the best judges of what suits them. Learned men may prove that a school-book is just the thing; but the school-room is the test, especially for books of this class. The selections in the Eclectic Series, as we have had occasion to observe, meet the taste of the pupils, and we predict for this book popularity among the little folks. We observe that the selections do not soar altegether beyond childish thoughts — a fault often to be noticed in the books for rhetorical exercises put into the hands of children.

HOME AS FOUND; a Sequel to "HOMEWARD BOUND." By J. FENNIMORE COOPER. Illustrated from drawings by F. O. C. DARLEY. New York: W. A. Townsend & Co., 1860.

In this volume the author gives some graphic pictures of American social life, a little overdrawn, perhaps, but having a basis of truth, and containing matter of interest to those in different times from those in which the work was written.

The appearance of the book is equal to that of its predecessors, and this is undoubtedly the finest edition of the great novelist ever published. C.

## PERIODICALS.

THE ATLANTIC MONTHLY, for July. Boston: Ticknor & Fields. Price — $3 00 per annum.

This sterling monthly is out with its usual promptitude and attractive variety. Among other articles is an interesting paper on Meteorology; a Hudibrastic rhyme of considerable spirit, entitled Treasure-Trove, in which Richard Cour-de-Lion, and the Middle Ages, are shown up in rather unromantic style; an appreciative sketch of Rufus Choate, ("so foreign in temperament and spirit to the mere representative traits of New England character"); and a graceful little poem, rather late in the season, entitled Spring. The Professor's Story keeps on, and keeps up its interest. In a brief article called forth by Darwin's book on the Origin of Species, the *Monthly* leans to the conservative side, but professes to be puzzled.

We notice that the Appleton's have just issued a revised edition of Darwin's book, in advance of a new English edition. Many English authors now find their best market in America.

We can furnish our subscribers with the *Journal* and the *Atlantic* both, for $2 75, as heretofore.

ARTHUR'S HOME MAGAZINE, for July. Philadelphia: T. S. Arthur & Co. $2 a year

To all who like a monthly magazine somewhat of the old-fashioned stamp, not altogether given up to fashionable folly and namby-pambyism,

but which cultivates the domestic virtues, on a healthy moral and religious basis, we commend *Arthur's*.

The *Journal* and *Arthur's* together, furnished for $2 00, as heretofore.

THE EDUCATIONAL HERALD; devoted to Education, the Art of Teaching, Science, the Industrial Pursuits, and the Home Circle. Published semi-monthly, at Lancaster, Pa.

This is the *latest* sheet, we believe, established in Pennsylvania, for the promotion of education. Nothing more strikingly indicates the great movement which has been going on, for several years, in that great State, in behalf of public education, than the surprising number of educational periodicals which have sprung into existence, several of which have been noticed in the *Journal*. Six years ago the Pennsylvania Common School Journal stood nearly or quite alone in the field. Now, there are, we think, not less than a score of monthly, semi-monthly, or weekly issues, devoted wholly, or in part, to the interests of popular education. And we believe they are well sustained. The Pennsylvania Common School Journal, instead of having less circulation in consequence of the appearance of these new periodicals, has, we infer, a larger subscription list than ever, as it now dispenses with the State patronage, and still remaining under the editorial care of its veteran conductor, Hon. Thomas H. Burrowes, recently appointed State Superintendent of Public Schools, is, as usual, doing vigorous work in the cause of human elevation.

The little sheet named above, of which we have received one number, gives promise of spirit and usefulness. We have nothing of the kind in Wisconsin, and at present educational periodicals are not, we think, greatly in demand. As coming nearest to home production, and superior of its kind, we name the North-western Home and School Journal, published in Chicago, by Eberhart, Robinson & Anderson, at 50 cents a year. Every family and school would be benefited by taking it. Let pupils pay one or two cents each, and let it be read aloud by the best readers. We will send it with the *Journal*, for $1 25.

THE AMERICAN JOURNAL OF EDUCATION; Edited by HENRY BARNARD, LL. D., for the quarter ending June.

We have received this leader of Educational Journals of the age, too late for any just notice this month. The number is peculiarly rich in historic and descriptive matter upon Public Instruction in Germany, (especially Prussia and Bavaria,) Belgium and Holland, embracing seven articles. It also contains, among others, valuable articles upon Agricultural Education, Polytechnic Schools, Instruction in Singing, School Discipline and School Architecture, together with interesting memoirs of JOHN GRISCOM, THOMAS SHERWIN, and WM. H. WELLS, accompanied with portraits. We do not see how any teacher who wishes to be thoroughly read and furnished in his profession can do without it.

Published by F. B. Perkins, Hartford, Conn., at $4 00 a year.

# EDUCATIONAL INTELLIGENCE.

## UNIVERSITY OF WISCONSIN — COMMENCEMENT JUNE 27.

We used, in boyish days, to be puzzled to tell why the *closing* exercises of the year at College should be called "commencement." We believe the erudite ones explain that, on the last day of the term, the graduates having duly received their parchments, *commence* to be A. B's. But in common parlance, "commencement" includes the previous examination of the graduating and other classes. We begin, therefore, with

### THE EXAMINATIONS.

These were both oral and written; or, to make a more correct division, topical and general; the former, embracing both the oral and written methods; and we are glad to see that there is flexibility enough in the University to admit all these methods, as circumstances require. The Examination, as a whole, gave evidence that the past year has been one of hard work and advancement. In regard to the Faculty we may observe that the reputation of Professors Read and Sterling is too well established to require comment; Professor Butler is evidently an enthusiast in his department of the classics, and his enthusiasm evidently imparts itself to his pupils. He goes to the roots of things, and wisely reminds his classes that passing over words without getting at their exact and full meaning, is labor misapplied. Prof. Pickard has, also, a genial and happy way in leading his pupils into a knowledge of the modern languages. Prof. Carr has a quiet, but, we infer, very successful method of imparting instruction, and the recitations of his classes, in chemistry, geology, and botany, elicited much admiration. Tutor Coryell will make his mark as a mathematical teacher, and, we think, deserves encouragement. The new department, under Dr. Reid, is not sufficiently developed to allow any very definite judgment to be formed of it. The students who have entered the department seemed to be doing good work, and the subject on which they underwent examination at this time, Physiology as connected with Public Health, is one that has hitherto received too little attention. A thorough Polytechnic School, such as Dr. Reid proposes, would be eminently useful to the State; but we fear it will not soon be given us.

We would suggest that to give a good impression to those who listen, a class should never give indications of having been allowed to con a particular topic before hand, and then go over it as a specimen of their readiness on the whole subject. Students in examination are sometimes unne-

cessarily confused, by being interrupted too much in their solution of a problem, etc. The tyro cannot be expected to take as rapid and regular steps as the trained scholar. Recitations are often very much marred by bad articulation, and pronunciation. This is mainly attributable to early neglect in schools, but should be corrected as far as possible by higher teachers.

JUDGE ORTON'S ADDRESS,

On Tuesday evening, before the Literary Societies of the University, was listened to, in the Assembly Chamber, by an intelligent but not crowded audience — a religious festival the same evening diminishing the attendance. His subject was "Misapplied Learning," and his sarcastic delineation of Teutonic Transcendentalism, and its New England Emersonian imitations, was rich and racy. The Address, as a whole, was characterized by vigorous thought, many graces of style, and a good delivery, and the general feeling of the audience seemed to be that they would willingly have listened longer. We should like to see it published, as being a good educational "tract for the times."

THE ORATIONS OF THE GRADUATING CLASS

Were more equal than last year. Some were a little common-place in thought and iterative in style; but, in general, they indicated at least fair ability and scholarship. One young gentleman carried the *ore rotundo* a little too far; but the delivery in general, was commendable — better, as a whole, than that of last year. The Master's Oration, by Mr. J. F. Smith, was creditable to his Alma Mater; and the Valedictories, by Mr. J. B. Parkinson, chaste and effective.

In the absence of the Chancellor, who is detained at his home in Hartford, by illness, Prof. Sterling conferred the degrees, and addressed the graduates in appropriate terms.

We are glad to learn that Chancellor BARNARD has signified his intention of removing his family ere long to this city, and devoting himself to the arduous duties of his position. During the past year, though much absent, he has done not a little to elevate the University in the estimation of the people of the State, the reflection of which, we trust, will be seen in future legislative action. If the Board of Regents will see to it that the University is permanently provided with an energetic faculty, up with the times, and, legislative and public opinion will sustain them in establishing and filling the chairs on a liberal scale, then, with Dr. Barnard's peculiar qualifications as a worker at large, the course of the institution will be onward; but if the cut-off and cut-down policy is adopted, we may reasonably look for opposite results.

SCHOOL CELEBRATION AT ROMAN CORNERS, OREGON, DANE CO.—We have received a verbal account of a pleasant educational gathering at this

place, on Saturday, June 23. The meeting was held in a fine grove, and was attended by about six hundred pupils, from the four towns of Oregon, Rutland, Dunn, and Fitchburgh, and about four hundred parents and visitors. Short, pertinent addresses were made by the State Superintendent, by Rev. S. E. Holden, Professor of Rhetoric and English Literature, in Kalmazoo College, Michigan; by Professor C. H. Allen, of this City; and by the Rev. Mr. Whitman, of Union. The Stoughton Brass Band, and a band of domestic musicians, enlivened the occasion with their sweet strains; a bountiful repast gladdened the inner man, and, in short, they had a good time generally. We infer that the teachers and school officers in that quarter are wide-awake, and that the people take a decided interest in their schools.

## EDITORIAL CONVENTION.

The late Editorial Convention at Green Bay, as we gather from our exchanges, passed off very pleasantly. The ancient town of Green Bay kept up its ancient reputation for hospitality, and the editors, and their wives, who were in attendance, appear to have enjoyed themselves very much to their satisfaction. We regret that the *Journal* was not represented; but neither the late nor the present editor could be there.

Mr. Reed, of the State Journal, read a paper on the History of the Wisconsin Press; Mr. Ballou, of the Watertown Democrat, pronounced a eulogy on Van B. Smead, late of the Fond du Lac Press; and Mr. Holly, of the Kilbourn City Mirror, on Marcus A. Mallo, late of the Columbus Journal. The annual Address, prepared by Hon. C. L. Sholes of the Milwaukee Free Democrat, was read, in his absence, by M. H. Bovee, of Waukesha; and the annual Poem, on "the Convention," was read by Prof. Hoyt, of the Wisconsin Farmer. These several productions appear to have given much satisfaction, more particularly the two last. The next Annual Meeting is appointed at Watertown.

To Correspondents.—Several articles sent to the Journal, and not inserted by the late editor, remain on file in the office, and will be returned to the writers, if wished, on receipt of notice to that effect, and of the requisite stamps to prepay postage; or they may be obtained of the editor, at the meeting of the State Teacher's Association, in Milwaukee.

S. D.'s article, received by the present editor, too late for the June number, will appear hereafter.

## WISCONSIN STATE TEACHER'S ASSOCIATION.

The eighth Annual Meeting of the Wisconsin State Teachers' Association, will be held in Milwaukee, the sessions commencing on WEDNESDAY, the first day of August next, at 3 o'clock P. M., and continuing till Friday or Saturday, as circumstances require.

The time has been fixed to follow immediately upon the close of the Public Schools in Milwaukee, and to precede the meeting of the National Association in Buffalo.

In addition to the exercises announced in the June number of the Journal, it is expected that the following gentlemen will address the Association:

Rev. R. PARK, D. D., late President of Racine College,
On the Origin and Characteristics of the English Language.

D. S. WENTWORTH, Principal of Scammon School, Chicago,
On School Discipline.

Hon. H. C. HICKOK, late State Superintendent of Pennsylvania, has been invited to address the Association.

Those attending the Association are assured of a hearty and hospitable welcome, by the citizens of Milwaukee, and the usual arrangements have been made with some of the Railroads, and probably will be with others, to return those who have a certificate of membership, free. Of these arrangements more particular notice will be given in the local papers.

J. B. PRADT, Prest.

J. H. MAGOFFIN, Sec'y.

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## AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION.

A Joint Meeting of these Associations will be held at Buffalo, N. Y., commencing on *Tuesday, the 7th of August next*, and continuing through the week.

The Normal Association will organize on Tuesday, at 10 o'clock A. M. Introductory Address by the President.

The National, on the following day, at the same hour and place. Introductory Address by the President.

Lectures will be delivered, and papers presented by the following gentlemen, viz:—Messrs. B. G. Northrop, of Mass.; J. P. Wickersham, of Penn.; D. N. Camp, of Conn,; E. North, of Hamilton College, N. Y.; John Kneeland, of Mass.; Wm. H. Wells, of Ill.; E. L. Youmans, of N. Y.; Mr.——, of the South, and Mr.——, of the South-West.

We are not able to name all the gentlemen, who are to lecture, nor the subjects upon which they are to speak, as definite information has not been received, in relation to these particulars.

It is expected that papers will be presented for discussion on the most important themes, pertaining to the several departments of instruction, government and discipline, from the Primary School to the University.

The order of exercises will be announced at the meeting.

In view of the character of the gentlemen who are to lecture; the subjects to be presented; the sections of country and departments of instruction to be represented; the general interest felt for both Associations throughout the States, and the locality of the meeting (within an hour of Niagara,) it is expected that this will be the largest and most important Educational Meeting ever held in the United States.

The Local Committee, at Buffalo, are making all necessary arrangements for the meeting. The citizens of B., will entertain the ladies gratuitously. A reduction in the charges will be made to those who may put up at the Hotels.

Persons on arriving at B., may receive all necessary information, by calling on the local committee, at the Library Rooms of the Young Men's Association.

On some routes of travel, a reduction of fare has been secured. Negotiations are in progress with others, which we hope may be successful.

For further information, address Oliver Arey, Chairman of Local Committee, Buffalo; W. F. Phelps, Trenton, N. J.; J.W. Bulkley, Brooklyn, N. Y.; B. G. Northrop, Saxonville, Mass.; Z. Richards, Washington, D. C.; W. E, Sheldon, West Newton, Mass,; and James Cruikshank, Albany, N. Y.

Educational and other Journals throughout the country, are respectfully requested to insert this notice.

By order of Committee on publication of Programme.

W. F. PHELPS, *President of the A, N. S. A.*
J. W. BULKLEY, *President of N. S. A.*

BROOKLYN, June, 13, 1860.

## COMPLETED, JULY 1, 1859.

**Nearly 40,000 copies sold up to July 1st, 1860.**

# National Series of Readers & Spellers

## BY PARKER & WATSON.

In view of the vast number of testimonials received for these Readers and Spellers, during the last few months, from educators, whose opinions they highly prize, the publishers would respectfully announce that in the present number of this Journal, they commence the publication of a portion of those received, and that they will continue the same till the 1st day of January, 1861.

They take this method of laying before the public the opinions of Educators who have examined these Readers and Spellers, of those who have used them, and notices of the Press.

*From* J. G. McKindley, *Principal of High School, Milwaukee.*

After a careful examination and trial, I find the National Series of Readers and Speller to be all that is claimed for them. The whole series is arranged with remarkable skill and taste, and with a thorough knowledge of the necessities of the school-room, while the mechanical department is so executed as to leave but little to desire or expect by way of improvement.

*From* N. A. Hamilton, *President of Teachers Union, Whitewater, Wisconsin.*

The National Readers and Speller I have carefully examined and compared with those now in use, and must pronounce them decidedly superior in respect to literary merit, style, and price.

The *Home Journal* says of the 5th Reader:

It is the highest number of a most excellent series of readers, and is intended for advanced classes in reading, elocution, and English and American literature. It is one of those rare text-books, which not only prove "a perpetual delight" to the student, and are among the happiest associations of his school days, but which also interest all classes of readers.

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THE

# Wisconsin Journal of Education.

VOL. V. AUGUST, 1860. NO. 2.

## SELF CONTROL THE END OF EDUCATION.*

MUCH has been said in the educational world, upon the nature and objects of education, based upon that technical and verbal designation of the work, which is derived from the etymology of the term. This designation makes education consist in development merely, or the unfolding and drawing out of the faculties of man. The definition is good, as far as it goes; but to confine our conception of a work so complex and comprehensive as the proper education of a human being, to that aspect of it which is presented by a single figurative term, is necessarily to stop short of the whole truth; nay, is to fall into serious error. Other terms, as discipline, training, supply in some measure what the term education lacks. "Train up a child in the way he should go," is after all as good a description of the work to be accomplished for the child and in the child, as can be given; while the end to be secured by this training in the right way, is also exactly expressed, when it is added: "And when he is old, he will not depart from it."

I propose at this time then, to discuss the nature and object of education, considered as consisting, in the proper direction and control of all the faculties of our nature. Or to speak more succinctly, I shall maintain the proposition that the true nature and the true end of the work which we call education is, to make man master of himself; is to give him ability to take possession of and control himself; not of course in the way of self-will and self-sufficiency, but in subordination to that which is higher than the individual, the state; and to Him who is supreme over all; and not without dependence of course, upon that Divine aid, wanting which, man can do nothing.

* Opening Address before the Wisconsin State Teachers' Association, at the Annual Meeting in Milwaukee, August 1, 1860, by the President, J. B. FRADY.

I have said that a true idea of education involves the proper direction and control of the faculties of our nature, and it will be the most convenient distribution of the subject:

*First,* To inquire into the import of the term faculties, as being that which most properly designates the capacities of man.

*Secondly,* To consider the matter of their subjugation and control.

*Thirdly,* To indicate briefly the several groups of faculties which are in this sense to be educated, with some hints at the processes by which the work is to be done.

Our faculties are in a general sense our capacities, or our various abilities to act, and take their character of course from the threefold parts of our nature, the material, the animal and the spiritual. Thus we have the faculties of speech, of thought and of locomotion; or we have the capacity to talk, to think and to walk. But in this general sense other things also have capacities. The beaver can build his house, and the robin her nest; these animals therefore have the capacity of construction. The lode-stone attracts iron, it therefore has the capacity of attracting it. By a more strict use of language, we speak of the properties of inanimate things; of the capacities, or instincts of brutes, and of the faculties of men. Certain metals have the property of malleability, most birds have the capacity of flying, and many have the instinct of migration; man has the faculty of reason. But we never apply the term faculty to inanimate things; we do it occasionally, but somewhat indefinitely, in regard to brutes; while we constantly and without the least hesitation, apply it to the capacities, and especially to the higher capacities of man. Why this difference, this broad and impassible distinction, made in the use of language between men and things; while we also perceive a difference though less marked, in the application of these terms to men and brutes? Some acute modern writer, Coleridge I think, has remarked in substance, that the fixed and universal use of language, is often, though the undesigned, yet the truest exponent, of absolute and universal truth; and Jouffroy, a French metaphysical writer, says in regard to the point in question, which he discusses in an admirable and most satisfactory manner, that this peculiarity in the use of language which assigns faculties to men but not to things, and hardly to brutes, arises from the fact that man in addition to all and above other capacities has the capacity of self-control: the power to direct and govern his faculties; that it is because things have no such power of self-direction and self-government, that there exists the great and eternal distinction between persons and things. But while recognizing this fact, as lying at the basis of all proper views of human education, we must go further

and take cognizance of the additional fact, that, in being made possessor of this power of self-direction and self-control, man becomes a responsible being, and to this end, has within him therefore a faculty or principle higher than this power of self-control, supreme over the fiat of his personal will, viz: that Divine and sacred principle which we call conscience; something *in* man, yet something above and beyond him. Something which sits as sentinel over all man's inward and outward doings, and therefore takes cognizance of this matter of man's use and direction of his faculties, and of his control or non-control of himself; pronouncing continually also a verdict of approval or condemnation, as the result of her inquest.

## II.

The question of education then, is not a question of mere utility, or expediency, or personal benefit; it is not a question of individual taste, and personal preference; but one of stern duty and obligation. It is a matter whose every aspect must be confronted by the question of right and wrong; and which encounters at every turn, the troublesome but inevitable censorship of conscience.

It is also to be noted that the matter before us is not a question of the development or non-development of the human faculties; it is not a choice between a proper education and no education, that we are called upon to make. The words of the plain-spoken divine, who said to the fond mother, all too neglectful of her child,—"madam, if you do not educate your son yourself, the devil will educate him for you," express a truth unplatable it may be, but not safely to be overlooked. In softer phrase, the assertion means, that the moral nature and affections of the child will certainly be developed; if not in a right direction, then in a wrong one; that if not directed, subjugated, purified and refined, they will run wild into riot and ruin. But what is true of this part of the child's nature, is true more or less of every part. Directly or indirectly, it is in the power of man, and is the duty of man, to exercise a control over every faculty and every function of his nature. But if he does not control them, they do not therefore cease to act. The wondrous and complex machine of the human organism, once launched into being, ceases not its movement, till it has run its course. If it be not guided along the track of right and truth, and in accordance with physical and moral law, it plunges itself along as it may; through the darkness of ignorance, the mists of error, the pollutions of sin, and the thorny thickets of remorse. But it does not pause in its course because uncontrolled, though its course may much sooner be brought to a close. This consideration is often

overlooked, and it seems to be thought by many that if the capacities of man's nature are not seriously called into action and impelled by volition they are dormant, and have little or no action or development. But this is a serious mistake. Some of the lower functions of our nature go on almost or quite independent of any conscious volition on our part, as the digestion of our food, the circulation of the blood and the like. The only control which we perceive ourselves able to exercise over these functions, is that which we effect by applying those aids and supplying those conditions which the laws of health require, in order to their normal action. But even here, enlightened reason and a watchful conscience tell us that we are responsible for error, abuse or neglect. Kind nature, like a watchful mother, repairs many of the consequences of our neglect, and supplies somewhat the lack of our watchfulness, as to the body; but not without giving us frequent warning and rebuke. As we rise above those things that assimilate us with the brute, and as we enter into the realm of developed life, and civilization, we pass more and more beyond the nursing care of nature, and the guidance of instinct, and we become more and more conscious of our power of self-control, and of our correspondent responsibility. We readily see and admit a difference in this respect, between a child and a man, and between a man in savage and civilized life.

In this connection it should be observed that our direction of those faculties or capacities of our nature which are obviously under our power of control, is not exercised without interruption. This interruption is partly natural, and in so far, is beneficial; but in part it arises from our own neglect or weakness. So various and complex are our powers, that not all can or need to be summoned into action at once; but each in turn, and often several at one time, as circumstances require. In this repect, man if master of himself, is as to his faculties, as a master to his servants, or a director, to those employed under him. He now calls upon this one, and now upon that, assigning to each his work, and personally directing those whose work is for the time the most important. Unlike many servants, however, our faculties do not become idle, when we withdraw our supervision from them, or cease to give them specific direction. They go on, so to speak, of themselves, and even in sleep, do not entirely suspend their action. Muscular movement for instance never ceases; some of the functions that involve what we call involuntary motion, keep on, (except in abnormal states) from the first breath till the last. Even those exercises of muscular or locomotive power which we can consciously control, may continue their action, when control is seemingly withdrawn. We walk, work or sing mechanically, as we call it, while engaged about

something else, the lower process sometimes going on in consequence of an impulse of the will, given at the first, and sometimes beginning, to all appearance, spontaneously. So also with the senses ; we often hear, see and touch things, and receive sensations thereby, without designing to do so, and without taking cognizance of the impressions received.—Subsequently, perhaps long after, we discover or dimly recall the sensation, by some subtle power of association. Still less do our intellectual faculties cease to act, because we fail to direct or control them. They still go on perceiving, comparing, combining, and are never at rest. We sometimes take no note of their action, because our personality is occupied with some absorbing grief or passion, or we are asleep. Even this latter state consists not in a suspension of the action of our faculties, but of our supervision of this action. And in this state, we, that is to say our faculties, both mental and physical, perform feats of difficulty and daring, that we cannot or do not make them perform, when we are awake and control them. And there is another state in which, although we cease to control our faculties, we do not cease to observe their action. It is that state which we call reverie. In this state, says one, we abandon the control of our faculties, and like children let out of school, leave them to their own pleasure, while we sit idly by, and watch their sport, and at length, like the school-master, call them to order, and resume our control. In this state we retire as it were, into ourselves, and clearly perceive, at such moments, the distinction between ourselves, our own proper personality, and the instrumental portion of our being, if I may so express it, or that wonderful apparatus, physical, emotional and intellectual, with which we are at present connected.

But to draw my remarks towards a more practical issue, I may next observe that many persons, indeed the vast majority of human beings, never obtain any proper and complete control over the capacities of their nature. This is but another way of saying, that the majority of mankind fail of reaching the end of their existence. Born heir to a princely estate, made a dweller in a house, which though formed of clay, is perfect, wonderful and beautiful, beyond all productions of human art; provided with a retinue of servants to do his every bidding, with the means of intercourse with every form of existence and realm of truth, and of access to every avenue of enjoyment, and conscious moreover, both of his kingly right to his estate and the obedience of those his subjects, and of his inherent ability to control and command, man nevertheless for the most part fails—alas ! how sadly fails ! to meet his responsibilities, and rise to the dignity of his proper position. How seldom do we meet one who is truly master of himself; who, taking a proper inventory of his estate,

manages it with thrift and success; or who taking a due account of his servants, gives to each his task and his meat in due season, commanding obedience at pleasure, and ruling all with diligence. Instead of this we often behold a scene of anarchy and disorder; the fields,—(the opportunities of usefulness,) grown over with weeds and thorns; the house (the bodily tabernacle) dilapidated and out of repair, the servants, (the several faculties,) idle, disobedient and wasteful; the owner, that is the soul, weak, fitful, dissatisfied and unhappy.

It is true, that a partial subjection of some of the faculties is obtained by most persons; but only that subjection, which some peculiar circumstances, some pressure of necessity or some strong bias of inclination effects. The mechanic obtains an efficient mastery of some portion of his muscular system, because by that means he must earn his daily bread, while in other respects, perhaps, even his physical system is awkward and imperfect in its action, and perchance grossly neglected or abused; and his mind is very possibly a wilderness of error, prejudice and neglect. The musician may have trained to the highest efficiency, his power of distinguishing and producing musical sounds, but cannot perceive or perform accurately, anything else. The mathematician or logician may have absolute control over his powers of thought, and none scarcely over his passions. In short, nothing is more common, than a partial subjugation of man's nature by himself, while nothing is more rare than one who has reduced to obedience every faculty and capacity with which he has been endowed, by a beneficent Creator. And yet nothing less than this can be deemed a proper accomplishment of the work appointed for man to do. Willingly to stop short of this, is to deny our birthright, and bury our talent in the earth.

As might be expected, that part of the work of self-subjugation and self-control which is most important, is most difficult. To train some portion of the physical forces into habits of industry and persistent effort, is not always an easy task; and yet it is done by many of the toiling millions; to discipline the mental powers in such wise that labor becomes intelligent, is less easily accomplished; but is often effected; but so to discipline the desires which prompt to physical effort, as to learn to observe the golden mean of moderation; so to subjugate the passions which arise in the intercourse and strifes of human society, as to exemplify always the great law of Christian love; so to exalt and refine the tastes, as to rise above grossness and barbarity, and avoid all mere sensual excess; and finally so to enjoy the world as not to abuse it; so to realize our weak and imperfect (and shall I offend any one if I add, our sinful) condition, as to seek help from One that is Mighty, and deliverance

through Him who came to save;—to do all this is a work indeed. And nothing less than this can ever give true satisfaction to an earnest and thoughtful nature. To attempt less than this, is to attempt too little.—To achieve less than this, is to fail in the end of our being. Not all this can be done in a day or a year. Little of this is ever effected, except by arduous and at times even agonizing effort. The victory over ourselves is obtained not indeed in the fierce conflict of arms, or the bloody strife of embattled hosts; but it is a victory more precious and more important than ever warrior gained with the sword.

It is quite true that this work has its social and general, as well as its individual aspect; and it is in this latter point of view, that we as educators are chiefly to consider it. I mean to say that we are members one of another, and help or hinder each other, in the work of life. Each human being whose bark is launched forth upon the sea of existence, is aided or impeded in his course, by unseen currents that come from the past, as well as by the favoring or adverse influences of the present.—And the Searcher of hearts, the Judge of all the earth, who ever doeth right, surely will not condemn earnest and humble effort, because not fully successful, if earnest and humble effort has indeed been put forth. It is those who knowing the Master's will, attempt not its performance, or attempt only the purposes of self-will and self-sufficiency; and those who having the five talents or the ten, improve them not, or waste and pervert their gifts, and abuse their opportunities; it is those who, self-condemned, know in their secret heart, that no approval can be expected from the final inquest of justice and truth.

It is the province, and the highest province of the teacher as well as the parent, to extend a helping hand to childhood, in the work of self-discipline; to guide the untravelled feet, and tottering steps; to point with out-stretched and unvarying finger, to the path of light and truth; and not only by words of wisdom, of encouragement and of warning, but still more by the power of example, to direct the inexperience, and invigorate the feeble and fitful purpose of youth. Do we as teachers and educators, realize that this is our highest mission? Alas! while we are so prone to forget the highest end of our own life on earth, it will not be surprising if we do not always bear in mind as we ought the highest good and chiefest need of those whom we assume to teach. But another formidable difficulty which the teacher of earnest and elevated purpose encounters in his work, is the resistance that arises from the common want of self-control every where to be seen. Unused to any serious effort for this self-control in themselves, and if not altogether ignorant, yet not wisely mindful of its importance for their children, it is

not surprising that many parents fail to second the wish, and even resist the efforts of teachers, to awaken in their pupils a sense of the necessity and value of self-government. It is one of the strange freaks of human infirmity moreover, that parents through a petty jealousy of the teacher's authority, sometimes refuse to uphold him in a strictness of discipline at school that they do not hesitate to enforce at home. Yet another difficulty, both for teacher and pupil, nay for all who would lead a rational life, or reccommend a lofty aim, is the barbarism and animalism, the inveterate prejudice, and unreasoning ignorance that still rears its hydra head, amid all the boasted and boastful enlightenment and progress of the nineteenth century. As once remarked one of our most eminent Wisconsin teachers, "every community resists its own elevation." By this it is not to be understood that the whole community do this by concerted action; but there is always a dead weight of indifference, ignorance and prejudice that every enlightened teacher and all who would cooperate with him, must encounter. And it is only after long and persistent effort that such a public sentiment can be created as will sustain an advanced standard of school discipline. But when this point is reached, it is not too much to say that the community in which it obtains, has become silently transformed in the process. No more unerring index of the progress and position of a community, on the scale of civilization, can be found, than the character of its teachers and schools. It was said of old, "like people, like Priest;" but it may be added, with equal emphasis, "like people like school;" for all the successive steps which culminate in the existence of good schools, and all the influences which sustain and perpetuate them, presuppose that self-denial, that painstaking effort, that patient perseverance, and that lofty and generous purpose, which make up the self-control of which I speak. And he who has labored long and unselfishly in the school or for the school, or in any other work having human elevation for its object, will find his reward; not perhaps in any pecuniary form, but first in the consciousness of having aimed to make the world better, and not least in the good will and grateful remembrance of those who have been aided and encouraged by his efforts, in the work of self-elevation; and most of all in the approbation of Heaven. Let the earnest educator then take courage; "be not weary in well doing; for in due season ye shall reap, if ye faint not."

## III.

It now remains for me briefly to indicate, as a matter of practical concernment for the parent and teacher, and for all indeed who would seek and promote this self-discipline, which lies at the foundation of human

weal, the several groups of human faculties, and some of the means and processes by which they are to be subjugated and trained.

In classifying the faculties, I shall not attempt to follow any prescribed logical order, laid down by metaphysical writers, but shall name them in that order which seems most convenient for my present purpose:

First, then, passing by the matter of early infant nourishment, the SENSES claim the attention of the parent and teacher. First in the nursery and first in the school room, do these inlets to the soul put it in communication with the world without, and excite the power of thought within. And in both, the child's education may be said to begin with the eye. Stimulated by light, this organ begins to perform its functions, first at random, but at length the child begins to exert volition, and the action of the eye is imperfectly controlled. The same thing is true at school. The little child at first learns, and chiefly learns, by this medium. From what it sees, more than from what it hears, the soul gains its first impressions. Every object before it, every peculiarity in the appearance and every motion of the teacher, arrests its attention. How important that the objects presented, are such as may please, soften and silently instruct; that the manner of the teacher be of the same description.—Object teaching, as an fundamental part of primary instruction, is beginning to receive that attention which it deserves;* but I can now only point to its importance and pass on.

The sense of hearing, is awakened in close proximity with that of sight, and in the school room, soon plays an important part, in the oral teaching and book recitations there introduced. The cultivation of this sense should be an object of attention in connection with the elocutionary and musical exercises of the school room. And here again the influence of the personality of the teacher is to be thought of. How deep and potent the effect of the tones of the voice! It has been said that the most certain index of internal character, is that which is thus furnished; and the teacher cannot here successfully simulate that which he or she does not possess. Finally, in regard to all the senses, it may be observed, that more needs to be done, and more can be done, by both parents and teachers, to secure accuracy and discrimination in their use. While some children are naturally quick and active, others exhibit dulness and defect in the outward perceptions, which if neglected, becomes fixed and almost incurable.

2. The next group of faculties that claims notice in the order of development, is that of LOCOMOTION. As early almost as the action of any of

*F. HARDER's Manual of Object Teaching, we judge to be one of the best extant, from a translation of the Introduction (from the German,) recently given in The (Ky.) Educational Monthly.

the senses, is the manifestation of muscular movement. This too at first is involuntary; and this fact illustrates again the remark that the faculties have a capacity of action, independent of the will. We can almost detect the moment says one, when the personality of the child begins to control the movements of its limbs. It is quite true that the natural activity of childhood and youth, secures usually a partial development and control of the powers of locomotion. But it is also true, that unless some systematic and well considered process of physical training is made a part of the work of education, physical development and the power of physical self-control will usually be very imperfect. This too is beginning to receive more attention among educators, and the bad effects of the neglect of a due physical training upon health and morals are more generally felt and acknowledged.

3. The EXPRESSIVE FACULTIES, which may next be noticed, are those with which the ordinary exercises of the school room have much to do, but with which it unfortunately happens they often have to do, to very little purpose. Children learn to talk at home after such fashion as prevails at home, and at school they learn to read, after such fashion as prevails there; and in due time they master the science which teaches—that is to say, they go through the book which purports to teach, how "to speak and write the English language correctly." But somehow it happens that corresponding results do not follow. I will only add, that animated and familiar conversational teaching and object lessons, with the younger pupils, and the judicious use of topical recitations with the more advanced, will do more to cultivate the power of expression and awaken the power of thought also, than all the ordinary exercises of the school room.

4. Of the group of INTELLECTUAL FACULTIES, I will observe, that the difficulty which both teacher and pupil encounter, is not to give them exercise,—that they find readily enough, though more frequently outside of books and lessons than otherwise—but to reduce them to obedience.—Activity and brilliance of intellect are not infrequent, but the more important power of steady application is rare. And yet it is precisely upon this, so far as intellect goes, that success in life depends. A distinguished teacher once said, that if at the end of a term, a pupil had sensibly increased his power of attention, the time and labor expended had not been barren in results. Those studies then and those methods of teaching are to be sought out, which will be most useful in this direction.—And here I may add, that those things which tend to give power and perspicuity of expression, also give power and continuity of thought. The latter is indicated by the former.

5. The TASTES, or the ÆSTHETIC FACULTIES, next claim attention, as forming in some sense the transitional group between the intellectual and moral faculties. That more attention should be paid to the cultivation of the sense of the beautiful is generally conceded. The architecture and embellishment of the school-house, as well as the private dwelling, the appliances of music, and drawing and the like, readily suggest themselves; but except in isolated cases, we have no systematic attempts as yet, to make much use of these educating influences. An essay to be read to us in the course of our session, by Mrs. HOYT, will discuss one branch of this subject, and I pass on with the remark, that though useful as an aid, mere refinement of tastes and manners must not be mistaken for moral rectitude, and inward self-control. A graceful exterior often covers a thoroughly selfish heart. In a much higher degree, therefore,

6. The APPETITES and PASSIONS of the child's nature are objects of concernment, in the work of education, considered as consisting in the development of the power of self-control. The Appetites and Passions comprehend the group, or the two groups, of the Primary Inclinations and Sensibilities of our nature; that is to say, the innate predisposition which exists within us, anterior to and aside from reason, to do certain things, and to like or dislike certain things. For instance, to seek food and preserve life; to love that which gives us pleasure, and hate that which gives us pain; to cherish our offspring, and to destroy that which is obnoxious and hurtful. These propensities are chiefly animal in their nature; but in their direction, restraint and control, consists no small part of that discipline of life, upon which the formation of moral character depends. I shall not dwell upon the subject of moral training, as a part of the teacher's work, as it was largely discussed at our last meeting; and will be further considered at the present session. But I proceed to mention, in the last place, those faculties of our nature, which are supreme in importance and dignity over all the rest; which constitute the essence of our personal being; which are to use and control all the other faculties, as their instruments and servants. I mean,

7. The RATIONAL and RELIGIOUS FACULTIES. I say rational and religious faculties, because it is necessary to consider them in both aspects. These faculties are reason, will and conscience; reason to apprehend absolute truth and eternal right; will to chose and follow that which is true and right; and conscience, as the voice of God in the soul, speaking through the light of reason, in approval or condemnation of our choice. And it is this faculty of will, this power of choice, this fearful gift of liberty, that makes us arbiters of our destiny; while yet we are responsible to God our maker, because God is higher than we.

Here we enter the mysterious realm of the spiritual and the eternal; and in remembrance of that which is above and beyond the world of sense, should all our efforts be put forth, when we assume to guide the uninstructed steps of childhood and youth. For the varied gifts and capacities of man, are a curse and not a blessing to him, if uncontrolled; and the most perfect personal mastery over his faculties, shall bring him no peace at last, unless he submissively learn, that ONE is also his MASTER; even He who came to be the Way, the Truth and the Life.

## DIRECT, BUT NOT PARALYZE.

[The following waif, which has been handed us by a friend, is worthy of preservation:]

He who checks a child in terror,—
  Stops its play, or stills its song,
Not alone commits an error,
  But a grievous moral wrong.

Give it play, and never fear it;
  Active life is no defect;
Never, never, break its spirit;
  Curb it, only to direct.

Would you still the flowing river?
  Think you it would cease to flow?
Onward it must move forever;
  Better teach it where to go.

HOW TO MAINTAIN ORDER.—*First*—By vigilance. Teachers must be active, wide awake. They must see all that transpires.

*Secondly*—By self-possession. They must never be thrown off their guard. The more trying the circumstances are, the more unvarying must be the self-control.

*Thirdly*—By steady government. The secret of good government is, that the pupils know that the laws will be carried out. No rule should be laid down without reflection, and no law should become a dead letter. —*Educational column in Racine Journal.*

# WOMAN AS AN EDUCATOR.

BY REV. W. T. FINDLEY, XENIA, OHIO.

MUCH has been said and written of late upon the subject of woman's peculiar mission in the world, and of her appropriate rights and responsibilities. All classes of journals, literary, educational, political, and religious, have, at times, been open to discussions upon this very delicate, but important theme of interest; for it is clear that, in all departments of social organization and true human progress, woman is an indispensable agent and operator. But, let me remark, in whatever aspect we may view her rights and responsibilities and corresponding mission among mankind, she always exerts her most predominating influence, and fills her highest office, in the capacity of an *educator*. This is her *special sphere*, for which she is endowed with special qualifications, and sustains special relations in life.

I. The duties of this sphere she performs, most efficiently, while ministering at the family altar and presiding at the domestic fire-hearth.—There it is she exerts her most intense, concentrated influence; and there it is she wields a power which is fundamental in all the organic associations of men, and which, in proportion to its prevalence, is more potent than the power of kings, or of emperors, with their marshaled armies.—There her dominion is unrivaled, and her rights are supreme.

Woman's rights—about which so much nonsense has been perpetrated by a class of so-called modern reformers—are something far too sacred to be assumed and exercised by *man, the complement of woman;* and the duties which these rights involve, are such as to be beyond the competency of man to discharge. They are rights constitutionally and peculiarly her own, with which, when man may be so foolish as to interfere, he conflicts with his own best interests and felicities, at the same time that he conflicts with her prerogatives. The rights of man and the rights of woman are, in some respects, synonymous, and in other respects different, but never conflicting. They are rights resulting from the varied and distinctive spheres in which they are respectively called to act, founded in peculiar and distinctive adaptations for their respective spheres, and when they are properly exercised, they always contribute to mutual support.

The rights of woman do not consist in haranguing senates; in leading out embattled hosts to ensanguined fields; in manning ships and reefing sails; in hewing down forests; in excavating rocks from their mountain quarries; in moulding bricks, and tempering mortar, and carrying hods;

in trundling wheelbarrows and playing teamster and hackman; in encountering the toils and enduring the hardships of outdoor drudgery; in mingling and participating in all the hazards, and struggles, and buffetings of a cold, and selfish, and depraved world. No—her rights are of a diviner nature. She is the cherisher and guardian of our hearth-stone felicities. She is the inspirer of our virtues, and the stimulator of our energies. When our hearts have become as frigid as the boreal iceberg, and as callous as adamant, by contact with the congealing and indurating scenes of selfishness and crime in the world, we return to the sphere of woman's domain—to the domestic circle—and there, under the radiations of woman's sympathy and woman's love, our hearts are restored to their former tenderness and ardor, and we are *humanized* again. O, if the mother, the wife, the sister, the daughter, were driven from the hallowed precincts of the family—from this *sanctum sanctorum* of the *great temple* of human society, to be exposed to all the impurities and strifes of the *court of the gentiles*, what would become of our homes? Their altars would be desecrated; their fire-hearths would be strewed with burning coals of jealousy and hatred; their warm hearts of love would grow cold and repulsive; and the *shekinah* would depart from the *mercy seat*, and the *shrine of the covenant* with the budding and blossoming olive-branch, would all be removed from the polluted sanctuary. No reservoir of virtue would be left to pour in its healing streams upon the poisoned waters of temptation and vice, which are incessantly inflicting the writhing agonies of death upon so many multitudes of our race. No inner temple could be found, free from the intrusion of the angry turmoils of life; from its caustic envies; its biting hatreds; its dark suspicions; its cruel inuendoes; its relentless detractions; its schemes of subversion; its vile, contaminating corruptions; its hidden snares of destruction; its sad disappointments and painful solicitudes;—no inner, sacred temple could then be found free from the intrusion of this dark catalogue of evils, where we would be privileged to recline our aching head upon a pillow whose magic influence would, at once, soothe it to rest, and where, in response to kindly accents of love saying, "peace, be still," our throbbing heart would cease its undue agitation. No!—woman is the priestess of home, divinely consecrated to this indispensable office in human society, by all the distinguishiug dispositions of her soul, and attributes of her person. She has not the brawny arm requisite to reduce the giant forests, or to heave the ponderous weight. And her voice, so shrill and yet melodious, seems not to have been formed to contend with the deep roar of angry sins, or to be heard mingling with the hoarser voices of the tumultuous throng. The blandness of her eye, the complacency of her countenance, the passivity of her temper, the simplicity of her character, the purity of her affections, and her instinctive keenness of discrimination of the proprieties of life—all indicate that hers is a distinct sphere from that of man. She is pre-eminently an EDUCATOR. She inspires and de-

velops, in the plastic heart and susceptible soul of the inquisitive child, the principles and dispositions and affections of the Christian, the patriot, and the philanthropist.

II. The great and good of every age, with few exceptions, acknowledge their obligation to maternal and female preceptors and educators for the eminence and utility by which they have been severally distinguished. He who wrote his name highest in the bright archway of the material heavens, by his discovery of the principle of gravitation, and by his profound astronomical calculations, Sir ISAAC NEWTON, acknowledges himself a debtor to woman's influence—a mother's—chiefly for the distinction he attained. And that renowned oriental scholar, Sir WILLIAM JONES, traces his persevering application to the researches of history and philosophy, to the oft repeated exhortation of his mother, "Read and you will know." And CUVIER, who has never been excelled as a naturalist, attributes his unconquerable love for animal history, to the rude sketches which a maternal hand drew as copies for his infant pencil to imitate. WASHINGTON'S patriotic courage and unflinching devotion to to truth and honor, were the early nurslings of his heart through a mother's care. NAPOLEON honors his mother as the inspirer of those attributes of character which conducted him to the acme of power, and sent his name throughout the earth, everywhere to awaken plaudits or curses. JOHN NEWTON, once a profligate young man, addicted to almost every vice, owes his reclamation to the path of virtue and his mission as a most efficient preacher of righteousness, to the power of a mother's love, and the impress of a mother's teaching, though he had scarce entered the period of childhood, ere she was taken from him. MARTIN LUTHER, that fearless repellant of Roman supersition, and leading spirit of the Reformation, traces the sincerity and devotion of his heart—which were the chief elements of his heroism and power—back to the sanctuary in which, not the priesthood, but a pious mother presided. And it is to the reproof administered through the agency of a woman—even a wicked woman—that JOHN BUNYAN ascribes his first serious reflections, which finally led to his conversion.

And how many are now proclaiming the way of salvation to the benighted heathen, or are elsewhere devoted to the exemplification of the Christian's life, whose parents were godless and indifferent, but who, as children, it may be ragged and filthy, were gathered into some Christian Sabbath School, and there subjected to some pious, sympathetic female instructor, who manifested a special interest in their welfare, sought out their homes, and threw around them, by all proper means, the influence of her teachings to save them.

III. But it is not merely as a mother, that woman educates. She educates as a companion, as a sister, as a daughter, as a friend. There is something in her very society that tends to draw out, or educe, the

broad harvest field, where grows spontaneously Wisdom's perennial food, and where flows the unfailing river of Divine truth. Here if he will he may grow rich in treasures of wisdom, as a reward for his labors; but hither there is no royal road, nor when attained does it silence the cry of work! work! which prompts from within. The rust of idleness can never crown the labors of him who seeks to increase in wisdom. What narrow-minded presumption then for graduates from man-schools to arrogate so much to themselves; and deem their own heads the grand repository of all that is worth knowing! How subversive of the true aim of mental culture, is the idea that a few second-hand facts, gathered at school, is the ultimate of education, having no uses or purposes beyond. To teach such an idea, or to allow such an impression upon the mind, is nipping the flower of mind in the bud,—destroying its vital powers of development, and rendering it barren and unfruitful. As well might Nature, after germinating the seed in the soil, withdraw nourishment from its roots, and heat and light from its nascent stem, as to have virtually the same thing done by the growing mind, by withdrawing from it all stimulus to exertion.

It is a pernicious error, to regard scholastic attainment as an ultimate good; when it is really but a primary *means*. 'Tis not the top of the loft but the incipient upward step, in the ascending scale of knowledge; —a substratum of facts on which the student may base a superstructure of wisdom, to be wrought into an edifice of utility and beauty, in after life, by constant and persevering labor. Facts may be regarded as the detached elements of knowledge, and the latter the unassimilated compound from which native thought may select materials to build up the temple of mind. Man has gathered from nature's fields a vast multitude of facts. But a great part of them are yet undigested—so to speak—and consequently have not become a part of life giving wisdom. Be it remembered then, that

> "Knowledge and wisdom, far from being one,
> Have oft times no connection. Knowledge dwells
> In heads replete with thoughts of other men;
> Wisdom in minds attentive to their own;
> Knowledge a rude unprofitable mass,
> *The mere material with which wisdom builds,*
> Till smoothed, and squared, and fitted to its place."

The world has *much* knowledge, and *little* wisdom. This being true what is now most needed is *thought*, rightly disciplined, to analyze and "synthetize" these heterogeneous elements, and search out their affinity, that they may be combined in one harmonious whole, in pursuance of the plan of the great Architect of mind. With these principles in view, the aim of the teacher should not be to "pour" facts into the mind, so much as to promote activity of thought, whereby those already in its

possession may be digested, compared, classified, and each laid away on its appropriate mental shelf to be used when wanted.

Facts should be introduced no faster than they can be disposed of, lest a mental dyspepsia be engendered—a disease not less to be dreaded than its physical correspondent. Instil into the student's mind the necessity of tracing each fact it receives to its proper connection with other facts, and never to abandon the undertaking till the place is found where its affinities are all satisfied, and it becomes a part of the mind itself. The mind *must* have food, and if wholesome nutriment is not furnished, the demands of its appetite will find satisfaction in that which is injurious. It is an unfavorable comment on the educational system of our country, to find that so much of the food that is served up on literary tables at the present day, in answer to a debilitated appetite, generated by the prevailing *modern fashionable fancy education,* bears no closer relation to the substantial nutriment of mind, than do the spices and sweetmeats of the epicure's table, to the wholesome substantials of the laborer's frugal board. The body has no strength to endure toil when fed on dainties which soon pall the appetite; neither can the mind grow in strength when fed on light and trivial condiments, served up in "yellow covered dishes," which serve only to destroy all appetite for healthy and nourishing diet. Under such an outrageous system of mental dietetics, the sickly mind loathes such food, as can alone give it strength, just as the epicure's stomach, wont to be tickled with prepared dainties, grows squeamish at the sight of food which gives the laborer his strength and endurance. S. D.

HORICON, May, 1860.

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GOOD BOOKS.—Never be without a good book. If you are solitary, it is safe company; if you have plenty of friends, it makes you a more intelligent companion. Read. To many a young man it has been a safeguard in an evil hour—and to many a young woman; it takes you out of your own petty self, with your small, exaggerated distresses; lifts you into another and more healthful atmosphere, and does for the mind what change of scene and fresh air does for the jaded body.

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BE a pattern to others, and then all will go well; for as a whole city is infected by the licentious passions and vices of great men, so is it likewise reformed by their moderation.—*Cicero.*

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IT is a mistake to suppose a man knows much because he talks loud. Empty barrels make the most noise.

## "O SHE'S NOTHING BUT A COUNTRY SCHOOLMA'M."

In a recent conversation with a really model teacher, the above remark was instanced as one not unfrequently heard in reply to inquiries respecting the social position of one—for the time, a subject of conversation—who might happen to belong that worthy, but often unappreciated class—country school teachers.

Although to many, such a remark might seem exceptional, observation inclines me to the opinion that a disposition to encourage distinctions founded on the locality of the teacher's labor, and use the same as a criterion of social caste, is, if not already somewhat general, at least apparently fast becoming so.

This boasted land of equality is by no means free from the aristocratic sentiment, which would seem to be rapidly gaining ground, and to intrude unpleasantly into all places and circles. When limited to the circumstances of birth, or fortune, or talent, it might seem to have a plausible basis; but when it is constantly inventing new "distinctions without a difference," on which to establish a petty local aristocracy, one cannot look upon the advocates of such belittling theories without contempt.

The effect of this folly has been to drive many from the kitchen to the needle, not so much from natural inclination as with a view to escape the odium which was *made* to attach to the word "helps." As the labor of teachers became accounted less menial, and that of "helps" and "sewing girls" more so, the number of "schoolma'ms" correspondingly increased, for the simple reason that this occupation would would give them a better artificial position in society, and exempt them from the humiliation which those engaged in the more unpretending occupations were almost universally made to feel.

Lured by the fancy that once an accredited and successful teacher, they would be henceforth, not only in an employment above reproach, but in a class of equals; many have labored to achieve the position, to find, at last, that there is not only an aristocracy *of* teachers, but *among* them as well. And of all the petty distinctions attempted, none are more trivial and unfair than that sought to be established between city teachers and country teachers.

Why should those who are giving their years to the country schools, be deemed unworthy, from their local position, of the consideration of those in less humble walks, including the city teacher? Is not the city emphatically identified with vice and crime, and the country suggestive

of all that is fresh, and truthful, and pure; and must their teachers take the reverse order? I have no desire to make invidious comparisons, but if there *must* be distinctions, let the country teacher stand *first*, as this would be in accordance with the comparative magnitude of the trust, and the real utility—of the respective fields of labor. Willing to concede everything of excellence to city teachers that they can, with propriety, claim; I am *not* willing to invite the imputation of holding a less exalted opinion of country teachers, by remaining silent when they are mercilessly assailed; and I hardly know which most to despise, the malice and self-conceit of the one who could seriously utter such contemptuous words as introduce this fragment, or the cowardly complicity of the other who could listen without administering the deserved rebuke.

On the social position which we are willing to accord to country teachers, will depend their character, and on their character their usefulness, and on their usefulness, the future excellence and well-being of society.

Success and honor to those engaged in this laudable calling. May they ever deserve and receive a kindly welcome to the society of the purest and best, and find much to encourage and cheer them on their way.

PORTAGE, July 10th, 1860. L. C. W.

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DISTINCTIONS AT SCHOOL.—Will you allow me to speak a few words on the subject of parents prejudicing their children against their associates at school? If they only knew the trouble and perplexity that a word from the parent gives a teacher, the strifes and contentions it raises, the lasting bitterness of feeling it engenders between the children, I am sure they would not kiss their dear little ones and send them to the school house with "now, mind, you must not play with such and such children, for they are naughty, romping, careless girls or boys," as the case may be. Where the rich and poor are obliged to mingle together in the common school, it is out of the question to class them separately; you may separate them out of school, but in the school room it is impossible.—And recollect too, that at some future time the tables may be turned; stranger things have happened, and may again. I have often been considerably troubled in the management of a school from just such causes as the one above named, and protest against such unnecessary solicitude on the part of parents and guardians.—AN OLD TEACHER.—*Oxford (Marq. Co.) Express.*

For the Journal of Education.

## THE DREAMER.

INSCRIBED TO MISS HATTIE E. CRANDALL.
BY BARD OF THE FOREST.

Her eyes are closed—she sleeps at last—
We catch with joy her quiet breathing,
A day of toil and care hath passed;—
A happy dream her soul is wreathing.

Tread softly round her curtained bed,
For viewless spirits o'er it hover,
We cannot hear their noiseless tread,
Nor see them as they bend above her.

All day within those azure eyes,
The bitter, burning tears were welling;
But now in slumber sweet she lies,
While angels bright of Heaven are telling.

She dreams not of the saddening care,
That round the teacher's pathway lingers,
Her happy soul hath entered where,
The gates were oped by unseen fingers.

And wanders now by streamlets clear,
That ever flow through pastures vernal;
'Neath trees whose leaves are never sere,
Where flowers bloom for aye, eternal;

While seraphs, robed in spotless white,
Above her path their flight are winging,
And angels bearing crowns of light,
Beside her steps, their anthems singing.

Sleep on, fair one, and sweetly dream,
For these bright forms and fields elysian,
That now upon thy spirit gleam
Are viewless to thy waking vision.

Tread softly round her curtained bed,
For unseen spirits o'er it hover,
We cannot hear their noiseless tread,
Nor see them as they bend above her.

KENOSHA, Wis.

# PRIMARY EDUCATION.

BY J. S. LASON, PA.

THE training which the pupils receive in primary schools, is very far from being perfect. Among the many things which combine to detract from the efficiency of these schools, no one is more important than the injudicious practice of selecting teachers, of little experience and limited education, to conduct them. This is, to say the least, a grievous mistake, and grievously do the pupils suffer for it. Teachers of the largest experience and most thorough education should superintend the primary schools, and their salary should be commensurate to their experience and acquirements. I do not say that a teacher should understand Metaphysics and Conchology, to be qualified to take charge of and instruct a primary school properly; these branches are not essential; but all the elementary branches, a knowledge of natural phenomena and of history, especially of our own country, should be so thoroughly grasped that they can, with ease and facility, be imparted to the young learner. How many of our teachers in the juvenile schools, fail in qualifications, simply because they do not see the necessity of much education to teach in the juvenile department; and consequently, settle down to the self-imposed routine of tasks and book instruction. Anybody, say the directors, can teach the children to spell, read, write and cipher, if he can only do a little at it himself, and they accordingly put a little girl, perhaps not long out of the primary school herself, to preside over, and impart instruction to others but little less experienced and ignorant than herself. As a natural consequence, very many of these teachers, fail entirely in their new profession, and bend the twig in such a manner that the tree is sadly distorted and deformed. It seems to be forgotten by almost all, that, if the pupil be not properly trained at first, if he be allowed to contract erroneous and immethodical habits of study, in short, if the elements of a sound and practical English education be unskilfully taught, and therefore indifferently acquired, it is very doubtful whether he will ever become a thorough and successful student. Far more probable is it that he will contract a dislike for school and aversion to study, which will lead him to neglect opportunities for acquiring knowledge, and cause him to turn from the study of useful and instructive works to poison his mind with the unnatural fictions of a COBB or a BENNETT.

Another reason why the education of the teacher of the elementary branches should be thorough, even *more thorough* than that of the teacher of the grammar or high school, is, because the instruction in the primary schools should, as far as possible, be oral. In this manner ought a knowledge of the first principles of Geography, Grammar, Arithmetic, History, etc., be given. The young pupil ought not to be permitted to study any of these branches from a book.

In the higher schools the best books supply largely the place of an instructor, and to a studious pupil, but very little explanation is needed outside of the book. Not so in the primary school. The teacher who is content to teach children from one of the common juvenile compilations in any branch, and who is satisfied—if she can succeed in compelling the little tyro, "forced unwillingly to school," to commit (to him) dull, senseless words—is unfit to be called a teacher. The older pupils who use the text book advantageously, see, partially at least, the necessity of study, and the relation which the lesson or book bears toward the acquisition of knowledge. Not so the child. The powers of his mind are yet feeble; it wants almost entirely the faculties of judgment, abstraction, and combination; what it acquires must principally be through the medium of its senses, and the faculties of perception and memory. Nothing would seem more injudicious, when we thus consider the organization of its brain, than this study of words—meaningless words. Witness one of the dull, spiritless recitations from the book, and then listen to a lively and interesting recitation in the branch orally. The difference is indeed striking and conclusive; in one, all thought is quenched, murdered, in the child; in the other, the child is made to think, remember, compare. The young pupil is often overworked by having two or three lessons to study from the book; he should not be compelled to study more than is necessary in this manner. Reading and spelling he must obtain by study The teacher, by obtaining a thorough knowledge of the other branches taught in her department, may make the primary school, not only more interesting and pleasant to the pupils, but vastly more efficient in the great work of education.—*The Educator.*

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He who indulges his senses in any excesses, renders himself obnoxious to his own reason; and to gratify the brute in him, displeases the man, and sets his two natures at variance.—*Sir Walter Scott.*

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Cheerfulness and good will make labor light.

## MONOTONY OF SCHOOL EXERCISES.

All teachers have felt the creeping shade of depression and enervation, which naturally results from a regular order of exercises in the school-room. The teacher is not the only sharer of this incubus of monotony; the same is both felt and acted in the person and spirit of the pupil.—This is the rock upon which so many of the craft are ruined. This with that other, and not less dispiriting cause, the departure of a class of mind that held the front rank in the school-room, upon whose characters the teacher has given the last stroke of his skill, ere crossing the threshold to struggle in life's battle. With them too often goes the life, the energy and the courage of the teacher. Having smoothed the rough boards of the minds, and fitted them for their position in the social fabric, he feels disheartened as a new supply of the rough material rolls itself up before him for the same care, handiwork, and burnishing process as before.

The mind, upon which any one of these so operate as to discourage and unfit it for labor, needs to look well to the nature of things, and see if there is not a remedy for this evil, which loses to the profession many of the noblest and most careful of workmen. We think that the cause lies in the fact of keeping within the narrow limits of instruction, and not enriching and amassing intellectual wealth—current truths connected with every branch we teach—to be imparted as freely as obtained. In so doing, we invigorate our own thoughts, keep in constant expectancy the minds of those we instruct, and dispel wholly that appalling cloud of monotony, so begrimmed with gloom and despair. Every task should be made a living embodiment, a real life, created anew, stripped of formality and dull verbiage. To effect this, the teacher must be an electic, a gleaner, a kaleidoscope, turning up new shapes and beauties at all hours of the day. Let us do this, and the flickering shadows of monotony will be lifted, and an intellectual sunlight will be felt reciprocally by both teacher and pupil.—*New York Teacher.*

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High breeding gracefully insists on its own rights; *good* breeding gracefully remembers the rights of others. We have all seen that dignified courtesy, which belongs to high birth, which never offends as long as it is not personally harmed. But we know that that will not last; provocation makes it as bitter and vulgar as the breeding of the most uncultured mechanic. Far—far above this, is the polish which the highest Christianity gives to the heart. It is not "gentility," but gentleness.

## THE KIND OF SCHOOLS WE NEED.

THE practice of one school visiting another is growing in frequency, and we believe with good results. Such visits are holidays for both schools, and anything which increases the number of those days of recreation in this country should be commended and encouraged. It is conceded that Americans, both in their schools and in business, work too much, especially with the brain. The school visits are also beneficial in encouraging a proper emulation and that pride which leads to self-respect. The methods of instruction adopted in each school become matters of discussion at such times, and thus extend the influence of good results, obtained by experience. We were led to these remarks by observing in the Milwaukee papers that pupils from the Racine school, under the charge of Mr. McMynn, were visiting the seventh ward high school, at the same time that the Beloit school was on a visit here. The Milwaukee high school is no longer a public school. The city having failed to provide to provide means for its continuance, Mr. McKindley, the principal, organized a high school as a private enterprise, and receives pay from his pupils. In welcoming the Racine scholars, he said that he had opened his school on the 28th of May, and at the present time there was hardly a vacant seat in the school, which he thought demonstrated the necessity of such a school in that ward. Mr. McMynn, in reply, regretted that he did not find it a public school, as heretofore. He thought that a private school was not strictly American, and the seventh ward school becoming a private one leaves the principal city in the State without a public high school, which fact had been blazoned over the State, and throughout the United States, and it was unworthy of Milwaukee.

We fully agree with Mr. McMynn in his remarks, and hope that the policy adopted in Milwaukee will not be followed by other cities in the State which have well organized high schools.—*Janesville Gazette.*

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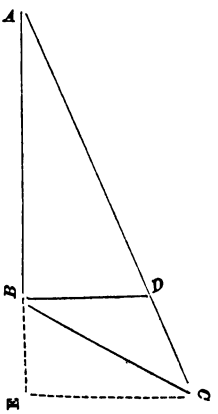
EDUCATION AND SUCCESS.—It is a solemn fact that but few men have arrived at great eminence but such as have been well educated. This every one, who reads the lives of great men will learn for himself; and there is another lesson which he should learn at the same time, which is—that education helps men to do whatever they have to do, much better than they could do without it. The mind, the hand, the eye, must be educated that they may assist each other. A well trained mind will guide aright the judgment which must be formed through the medium of the eye. The eye controls the action of the hand in all that it does in the accomplishment of anything that pertains to art or science.

The mind drinks in its knowledge through the eyes, and knowledge is placed before them by the hands. The mechanic who accomplishes the greatest end is the one whose well stored mind enables him to grasp the means through which his object is attained. Education, with a mind and heart in the work, makes a man a better blacksmith, a more skilful doctor, a more successful lawyer, a wiser politician, a greater author. In short, there is nothing in which a man or woman may engage which can not be more successfully pursued with than without education.—*Selected.*

# MATHEMATICAL DEPARTMENT.

CONDUCTED BY CHAS. H. ALLEN.




*Solution of Problem No.* 43.—In the triangle $ABC$, given $AB+AC=a$, $CB=b$, $BD=c$, and the angle $ABD=90°$, to find $AB$. Draw $CE$ parallel to $BD$, and $BE$ perpendicular to $CE$; thus forming a right angled triangle, $CEB$. Put $CE=x$, $BE=y$, $AB=z$, and $AC=a-z$, then will $x^2+y^2=b^2$ - - (1) and $x^2+(y+z)^2=(a-z)^2$ . . (2) By the similar triangles $ABD$ and $AEC$, we obtain $z:c::y+z:x$ hence $(y+z)\,c=xz$ - - (3). From (1) (2) and (3) we find

$$c\left(y+\frac{\frac{1}{2}(a^2-b^2)}{a-y}\right)=\frac{\frac{1}{2}(a^2-b^2)\sqrt{b^2-y^2}}{a-y}\;..(4)$$

Make $\frac{1}{2}(a^2-b^2)=n$, then equation (4) becomes

$$y^4-2ay^3+\left(a^2-2n+\frac{n^2}{c^2}\right)y^2+2\,a\,n\,y=n^2\left(\frac{b^2}{c^2}-1\right)$$

Since $a$ $b$ $c$ and $n$ are known qualities, the value of $y$ may be found by the usual method of solving numerical equations. Having the value of $y$, we can readily find $x$ and $z$. L. CAMPBELL.

*Answer to Query in July No. of the Journal.*—Richard Roe made 2 iron boxes—one would (wood) do, and one, wouldn't (wooden) do. For the one that would (wood) do, he pays $8. WRAY BEATTIE.

*Problem No.* 44.—Three circles, whose areas are to each other, as one, two and three, touch each other externally, and enclose one acre.—Required their diameter. WRAY BEATTIE.

*Problem No.* 45 —It is required to find the diameter of an auger that will bore away one-half of a globe twelve inches in diameter. The hole to be bored through the center. WRAY BEATTIE.

# EDITORIAL MISCELLANY.

## PUBLIC HIGH SCHOOLS AND THEIR OPPONENTS.

We have noticed in some recent numbers of the Iowa *Instructor*, some reflections upon the Chancellor of the University of Iowa, on account of objections urged by him against Public High Schools. We have also observed an attack upon the High School in Fond du Lac, and a reply by one of the pupils; while in this city, a late report of a Committee on Finance, recommends what we suppose would be equivalent, if carried out, to the abolition of the High School, as a feature of our school-system. On another page we give some extracts bearing upon this general subject, and add here a word of comment.

Mere scholars, who have passed their lives in an academic atmosphere, come not unnaturally to look upon the scholastic world as a select circle into which but few can enter. They cannot imagine that learning is of any use to any body else. They regard the college or university, as the only place where learning can be acquired. Of this class, Dr. Totten, the Chancellor of the Iowa University, is perhaps a representative. At the opposite extreme, is the class who having no learning, desire none, for themselves or children; or who at best, have no idea of the desirableness of any more learning than is implied in the ability "to read, write and cipher." Yet another class comprehends those who either having no children to educate, or preferring from certain prudential or aristocratic reasons, to send them to a private or select school, are opposed to Public High Schools, and sometimes to public schools of any description, as increasing their taxes.

All these classes combined however, embrace we suppose a minority; and the objections of all, appear to be equally short sighted. Those who are personally interested in the prosperity and patronage of our colleges, must readily see that their patronage will be increased in proportion as our youth have increased incitements and facilities for preparing to seek a collegiate education. These incitements and facilities are furnished, wherever a good High School is established.

To those, if any such there should chance to be among our readers, who see no use in so much learning, we simply commend the extract on a former page, "Education and Success."

To close fisted tax-payers, we would say, gentlemen, you stand in your own light, in opposing good schools. If you sustain them, they will of course cost you more money than no schools, or those that are but little better than none. But you should remember that in proportion as a *whole community is properly educated*, vice, crime, pauperism, waste, public frauds and official extravagance will diminish, and that these are the things which increase taxation. Though not the true reason, self-interest may furnish a sufficient argument, even to the miser, who has no children of his own and deserves none, for voting a liberal tax for the support of the best possible schools.

To those who fancy their blood is better than that of some other people, and who wish to send their children to some select place of learning, we would say in the words of Mr. McMynn, used at Milwaukee the other day, "private schools are not American." And in regard to the fear entertained by some cautious parents, of the moral contamination of their children by sending them to a promiscuous school, it may be observed that this danger is seldom diminished by sending children away from home. The best place for children is at home. The best school is the public school where they meet those whom they must meet hereafter in the battle of life; and it is a conceded fact, that as a rule, the Public High Schools of our large towns, furnish a better discipline, and maintain a higher scholarship than private schools and academies. The reason is obvious. The well-qualified public teacher is under little or no temptation to deviate from what is best, and right, to please his patrons. Of course not all private teachers will do so, but that they often will, is patent and natural.

In the Report referred to, it is urged as a reason for dispensing with High Schools, that there is only a limited demand for scholars; that only a limited number therefore will ever enter college, if we furnish facilities for preparation, and that the majority need only to know how to "read and write and transact business." This last expression is indefinite; but if it were asserted that Tom, Dick and another person made up a certain party, we should infer that the third was Harry. So we suppose the report intends to comprehend merely the third of the immortal R's by the phrase. Putting a different construction upon the expression however, we would say, that to know how to read and write and to transact business, and to transact it properly, implies a great deal. Does a farmer only need to know how to hold his plough, and count the number of bushels of potatoes put into his cellar? Does a mechanic derive no benefit from a knowledge of the science pertaining to his art, or from general science, because he works at manual labor?

But we have no space to pursue the subject farther now. We have no fears that High Schools will be abolished, where once they have been properly established, but we are sorry to see any warfare upon them, from whatever motive it may arise. The time has gone by, when the elevating influences of a liberal education, (which is not necessarily obtained only in a college,) are to be enjoyed by a mere handful of the community, styled professional men. To hold that doctrine, is to advocate a system that tends to carry us back to the feudal ages.

We have nothing for the Superintendent's Department this month. The farmers are busy with an abundant harvest; that secured, they will look after School matters.

The State Superintendent is traveling at this time, lecturing and attending School Celebrations, &c. He is doing more of this kind of work we think, than his predecessors, and doing it usefully.

THE WISCONSIN STATE TEACHERS' ASSOCIATION, commences the sessions of its Eighth Annual Meeting, on the day of our publication, (Aug. 1) so that we are unable to give any of the proceedings (except the Opening Address,) without delaying our issue inconveniently. We shall give the proceedings in full, and probably some of the Addresses and Essays, next month.

Our readers will remember that the joint meeting of the National Normal Association, and the National Teachers' Association, is at Buffalo, commencing Aug. 9th. Buffalo is easily accessible now, via Milwaukee and Detroit R. Road.

THE PENNSYLVANIA State Teachers' Association meets at Greensburg, Pa., at the same time with the National Association.

THE KENTUCKY Association will meet at or near the Mammoth Cave, in August or September.

THE IOWA ASSOCIATION will meet at Tipton, Iowa, August 28th.

## EDUCATIONAL INTELLIGENCE.

STATE UNIVERSITY.—We gave an account of the Commencement Exercises in our last issue. The Board of Regents have reappointed Professors READ, STERLING, CARR and BUTLER, and have called to the Chair of Modern Languages, Dr. FUCHS, of this city, who formerly occupied that post, and succeeds Prof. J. C. Pickard. The following Resolution was offered by CARL SCHURZ, at the meeting of the Regents, and unanimously adopted.

*Resolved*, That Mr. J. C. Pickard, for two years past, Professor of Modern Languages of the University of Wisconsin, has shown himself well qualified for his position as Teacher of Modern Languages, and has ever manifested scholarly zeal and attainments in the discharge of his duties; and it is further stated that the change in that Professorship was actuated by a general demand for a Professor who by birth, associations, and early education, is peculiarly qualified to teach the German and French Languages.

LAWRENCE UNIVERSITY.—The Commencement Exercises took place the last week in June, and are well spoken of by the Appleton papers. Prof. MASON, acting President, delivered the Baccalaureate Address. Addresses were also delivered on different occasions, by Rev. Mr. McCAIG, of Chicago, J. B. D. COGSWELL, of Milwaukee, and His Excellency, Gov. RANDALL, who is, we believe, President of the Board of Trustees. Eight young gentlemen, and seven young ladies were graduated. Dr. COOK, of Milwaukee, has been called back to the head of the Institution, and is to spend the ensuing year at the east, for the purpose of raising $50,000 for the Endowment Fund; Prof. MASON, in the capacity of Vice-President, to remain in charge meanwhile. The *Crescent* speaks of the Institution as being in a flourishing and promising condition, but as needing more "material aid."

BELOIT COLLEGE.—The Commencement Exercises occurred the second week in July. The subject of Pres. Chapin's Baccalaureate Discourse, was "Man's Help and his Hindrance," and the production is spoken of as admirably adapted to the needs of young men just going forth into active life. Rev. J. L. Corning, of Milwaukee, delivered the Address before the Missionary Society; subject, "Unchronicled Missionaries." Hon. H. S. Orton, of this city, repeated before the Literary Societies, his Address on "Misapplied Learning," which he delivered here before the Societies of the University. Eight young men were graduated, one of whom, in addition to the customary "Oration," delivered a humorous Poem, on "The class of 1860." The Exercises of the week were enlivened by a playful performance, entitled the "Coronation of Alma Mater"—this benevolent matron being personated by a young lady of the village. Beloit College is we believe steadily rising in prosperity and reputation, and no better proof of its merits as an Institution of Learning can be given, than the fact asserted by the Beloit *Journal* and *Courier*, that its Diploma is looked upon by educated men as "satisfactory evidence of scholarship." This is more than can be said of some Colleges we wot of.

RACINE COLLEGE.—Commencement occurs so late in the month, that we are unable to notice the exercies in this number. We subjoin an extract however from the Kenosha *Telegraph*, as bearing upon the subject of Physical education:

RACINE COLLEGE.—A late visit to Racine convinced us that the College, under its new auspices, is a credit to that city and to the State. A more manly, intelligent, courteous and happy set of boys, than the students, we never saw. Morally, intellectually and physically, it is just what a College should be. Order that is not pragmation, education that is not pedagogeism, and religion that is manly, cheerful and healthy, are the influences there. The college is flourishing, and success to it! Prosperity also to the "batters and bowlers" connected therewith who seek a "sound body" for a "sound mind." The authorities, and the friends of Nashotah and Racine are wise to encourage vigorous and healthy play as the relief from vigorous and healthy study.

PLATTEVILLE ACADEMY.—The closing Exercises for the year, at this Institution, came off during the last week in June. After the Examinations, were an an Address by F. W. CROSBY, of Hazel Green, which is highly spoken of in the *Witness;* Orations, Declamations and Essays by the Students, and the awarding the Diplomas of the Institution to those who had completed the course. This was done by the former Principal, J. L. PICKARD. C. H. ALLEN, of Madison, addressed the Philozetean Society, in place of Prof. BUTLER, of the State University. The Academy during the past few months has been in charge of A. K. JOHNSTON, Esq., who resigns, and is to be succeeded by Mr. GEO. M. GUERNSEY, for two years past connected with Milton Academy. Mr. GUERNSEY is a graduate of Amherst College, and is well spoken of as a Teacher. The Academy of which he now takes charge is the oldest we believe in the State, and has acquired

a high reputation. A pleasing episode of the occasion, was a "presentation" to Mr. PICKARD, in remembrance of fourteen years services, also to Mr. JOHNSTON. Miss JOSLYN, long associated with the School under Mr. PICKARD, returns to her old post as Assistant Principal.

EVANSVILLE SEMINARY.—We obtain, principally from the Janesville *Gazette*, the following notice: The Spring Term closed on the 20th of June. The Annual Sermon was preached on Sunday, the 17th, by D. Y. Kilgore, Principal.—On Monday evening, Rev. H. C. Tilton, of Janesville, delivered an able address, rich in thoughts and facts. His theme was "The Progress of Science in the Present Age." It was an able essay, and was listened to with much interest.—On Tuesday, Gov. A. W. Randall, addressed a large audience, taking a statesman's view of the importance of mental discipline in connection with intellectual culture. He spoke with great ability, and brought his argument home in his usual manner. He was followed by Dr. J. W. Hoyt, the editor of the Wisconsin *Farmer*, whose theme was "Agricultural Education." He spoke for two hours, to a delighted, and it is to be hoped, profited audience.

The examination of the pupils was generally satisfactory, considering the difficulties the school has labored under during the past term, which we are happy to add are now removed. These were, the unfinished state of the building, and the herculean labors which fell on Mr. Kilgore, the principal.

The people of Evansville have taken a commendable pride in this school, and have sustained it well. It bids fair to become one of the first Institutions of the country.

The Exhibition on Wednesday evening, was a brilliant display, and drew out a full house. The pieces spoken were well selected, and the "newspaper" was a gem of wit. We hope the editors will get a good list of *paying* patrons, all others are nuisance. The next term of this seminary commences August 22d, when we hope to se it filled to filled to overflowing. The Building, a large and commodious brick edifice, is nearly completed, and will accommodate three hundred pupils. The village of Evansville, is pleasantly situated in the north-west part of Rock county, and enjoys the enviable distinction, that it contains not a single liquor selling shop or saloon.

JANESVILLE CITY SCHOOLS.—From an elaborate Report by Mr. Cass, Principal, we find that the Janesville Schools are in a healthful progressive condition; 1725 pupils have been registered during the year; 902 has been the average membership, and ,95.3 the average attendance, the High School, with 119 average membership, reaching ,97.9. The number of teachers in all the departments is 26.—Two Examinations have been held, a written one in November, and an oral one in March. The latter was the Annual Public Examination. The results of both appear to have been very satisfactory. The closing exercises at the High School, June 29, are well spoken of by the *Gazette*. Five young ladies and two young gentlemen received the diploma of graduation. Public sentiment fully sustains the system, nor is it looked upon as a burden for the city to expend 7.53 for each pupil in a year, in providing the means of mental and moral growth.

FOND DU LAC HIGH SCHOOL.—From the Report of the Examining Committee, for the Term ending July 3, we gather that this School, under the direction of Mr. S. H. PEABODY, fully sustains the reputation acquired under Mr. Johnson. Three young ladies were graduated, being the first class since the establishment of the school. The Committee conclude their Report by saying "the people of Fond du Lac may well be proud of their Public High School, and we may expect soon to see them manifest their pride, by erecting a convenient and pleasant building for it."

ALBION AND MILTON ACADEMIES.—These Institutions are also having their summer recreation. We have seen no account of the closing Exercises for the year, but we know that the Principals, Messrs. Williams and Whitford are modest men, and meritorious teachers, and we have good accounts of their respective schools. Both, we believe, are well sustained.

MENASHA.—No village in the State has a better school-house in its external appearance and general arrangement. It is not quite finished, though fully occupied. Men of intelligence and foresight have evidently had control of School matters there. This school is successfully managed and well attended. A little gem of a school-house is built upon Doty's Island. NEENAH has not quite so good a house as Menasha, but one that is every way creditable to the enterprising people of that village. COM.

OSHKOSH.—The Teachers and Pupils of the Third Ward School, with invited friends, had a fine pleasure excursion to Butte des Morts, on Saturday, July 14. Short speeches were delivered by Rev. Mr. Tolford, Mr. Gaylord and the State Superintendent, who was present to enjoy the festivities of the occasion. COM.

OCONTO possesses as good school houses as any village of its size in the State. Mr. Gilky still retains charge of one school. The other is under the supervision of Misses Wheldon and Hart. Miss W. is a graduate of Racine High School.—The people of Oconto are determined not to be behind others in school matters. COM.

THE AMERICAN INSTITUTE OF INSTRUCTION will meet in Boston, Aug. 21.—(Rather too far in one corner for a National Society to meet.)

THE MICHIGAN STATE TEACHER'S ASSOCIATION will meet at Ypsilanti, Aug. 21. The meeting will be interesting, as Michigan is wide awake in the Educational work.

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## SITUATIONS WANTED.

BY TWO EXPERIENCED MALE TEACHERS. Address, W. O. BUTLER, Plymouth, Sheboygan county, Wis., or G. D. HUNT, Madison, Wis.

ALSO—By two experienced Female Teachers, who can furnish the best references.

# BOOK TABLE.

WEBSTER'S UNABRIDGED DICTIONARY; Pictorial Edition. Springfield: G. & C. Merriam.

Whatever scholars may say, pro and con, Webster's Dictionaries must be regarded, practically, as the guide to the mass of the people who use a Dictionary at all. The two editions of the great Unabridged Quarto, have become so widely circulated, and so generally approved, that they cannot easily nor for a long time to come be superseded, by any similar or rival work. A copy of the book is simply a necessity to all engaged in any literary or educational pursuit, and can hardly be dispensed with, in any intelligent family. We propose at some future day to say something further on the subject, and in regard to Worcester's Quarto, which is also a work of great labor and many merits. For the present we merely call attention to the advertisement of Webster's, in the present number.

SCHOOL AND FAMILY READERS; By MARCIUS WILLSON. Nos. 1, 2, 3 and 4 now ready. New York: Harper and Brother.

These beautiful Readers, which we noticed last month, are meeting with high and deserved commendations, as will be seen by an advertisement in the present issue.

THE PATHFINDER; a tale by FENNIMORE COOPER. Illustrated by F. O. C. Darley. W. A. Townsend & Co., New York.

This though the last written, is the third in the order of time of the "Leather Stocking Tales," and is not excelled in interest by either of the other tales. The scene is laid on the banks of the Oswego river, on lake Ontario, and among the "Thousand Islands," and affords a fine opportunity for the author to exhibit his remarkable skill in depicting the stirring events of Indian warfare and the equally exciting incidents of life on the water. A special interest attaches to this volume from the fact that the honest, brave, simple-minded Natty Bumpo falls in love, and after passing through many bloody scenes with firmness and self-possession, learns to tremble in the presence of an artless maiden.

Bliss, Eberhard & Festner of this city, have the work for sale, and are agents for the forthcoming volumes of the series. C.

## PERIODICALS.

THE PRAIRIE FARMER, Devoted to Agriculture, Horticulture, Mechanical, Education, Home Interests, General News, Markets, &c. Chicago: Published Weekly, by Emery & Co. (See advertisement.)

We assume that every progressive Farmer in Wisconsin patronizes his own State Agricultural Journal, the Wisconsin Farmer, just as we assume that every progressive teacher takes his own State Educational Journal. But as every good teacher will wish to extend reading beyond the bounds of home, so we judge that a great number of our farmers will wish to take more than one Agricultural Journal. To such, we commend the Prairie Farmer, which they will find well filled, every week, with a great variety of useful matter, pertaining to the farm, garden, orchard, family circle, &c. A new volume begins with July, and extends through the next six months, and is offered at a low price. Farmers cannot easily invest a few dimes to so good advantage as in availing themselves of this liberal offer.

HARPERS' MAGAZINE, for August. Is as full of matter, and as entertaining as usual. Teachers should take note that it is furnished to them, together with the Educational Bulletin, for $2,00. A new volume began with June.

THE ATLANTIC MONTHLY, and

THE

# Wisconsin Journal of Education.

VOL. V. SEPTEMBER, 1860. NO. 3.

## HISTORY OF THE WISCONSIN STATE TEACHERS' ASSOCIATION, DURING THE FIRST SEVEN YEARS.

To "write out" the History of such an Association as this, when the Records are as complete as ours, will doubtless seem to those who have not undertaken it, an easy matter; but, when it is remembered, that these Records are only the actual "transactions" of our Society in Annual Meeting assembled, it will be understood that the writing of our *History* is really a difficult task. Much of the material is compiled from the unrecorded sayings and doings of those who have been with us "from the beginning;" some of them now removed to other spheres of action, to assist in training the minds of children of other parents; and some, having found the path of the Teacher in Wisconsin truly a straitened one, with few flowers to relieve the tedium of its monotony, and little of the lucre which they sought, have left us for more suitable employments, where they need not be compelled like

> "———— unwilling drudges
> To serve out their lives in the yoke
> Of school-room slavery."

Some also, who were with us in the first years of our existence as an Association, whose names are written in the "pleasant pages" of our heart's history, are not with us to-day. They are gone hence to be here no more. They have made their last entries in the School-room Journal, — their account is sealed: — what they did well has been passed to their credit by the Great Teacher—what they did improperly, or left undone—let us leave to the care of the Angel of Mercy, and remember, only that we may ourselves avoid the same error.

The first known proposition to organize a State Teachers' Association was made by one* who has since then enjoyed fully the confidence and affection of his fellow teachers throughout the State:—who has passed

* J. G. McMynn, of Racine.

through scenes of sorrow and of joy, coming from them all, the same true friend and faithful and earnest instructor. Were we writing a novel or editing a romance, we could wish no better character to bring out as our hero—and certainly we have a scene with which to introduce him equalling anything of Cooper or James. Our friend might have been seen, at the close of a summer day, when, as on many former days, he passed along,—drawn by an aged white horse—over the length and breadth of the settled part of our State—spending the leisure afforded him by the summer vacation, as a missionary in behalf of the Teacher. Some of those who to-day enjoy the meeting of the association which he labored so hard to bring to the favorable notice of his fellow-teachers, then met him with indifference; and it is not surprising that only seven of the Teachers of the State joined him at Madison, when at the call of the State Superintendent of Public Instruction, he went to the Capital to aid in the formation of a State Teachers' Association. At that meeting there were others present, but the only names recorded as "having become members in accordance with the Constitution adopted by the Convention" are, J. L. Pickard, of Platteville; W. Van Ness, of Fond du Lac; J. L. Enos, of Madison; R. O. Kellogg, of Appleton; J. G. McMynn, of Racine; S. G. Stacy, of Madison; J. H. Lathrop, of the University; (Madison) and C. B. Goodrich, of Mineral Point.

Nine others were presented to the Association, and elected Honorary Members, viz: E. Hodges, of Fond du Lac; J. M. Northrup, Madison; Rev. C. Lord, Madison; C. S. Chase, Esq., of Racine; E. Daniels, of Ripon; J. M. Coe; G. J. Kellogg, and Rev. H. M. Thompson, Madison.

This meeting was held at Madison, on the 12th, 13th, and 14th days of July, 1853, and is now considered the First Annual Meeting of our Association. At this time, the Constitution was framed, during the adoption of which, some friendly but warm argument was advanced tending not only to establish the fundamental law by which we are now governed, but to fix and harden the cement of brotherly love which was to unite forever, in their affection for the cause, those kindred spirits, who, in the face of difficulty and even opposition, had gathered there to organize the body of which we are proud to be enrolled as members with them.

The officers elected at the First Annual Meeting were:

For *President*—John G. McMynn, of Racine.

" *Vice Presidents.*—J. L. Pickard, of Platteville; C. S. Chase, of Racine; J. L. Enos, of Madison.

*Secretary.*—W. Van Ness, of Fond du Lac.

*Treasurer.*—E. Hodges, of Fond du Lac.

*Counselors.*—S. G. Stacy, of Madison; C. B. Goodrich, of Mineral

Point; R. O. Kellogg, of Appleton; J. T. Mills, of Lancaster; C. Childs, of Beloit.

The addresses before the Association at this meeting, were by C. S. Chase, Esq., of Racine, Chancellor J. H. Lathrop, of Madison; J. L. Pickard, A. M., of Platteville; and John G. McMynn, A. M., of Racine.

We next give place to the

## CONSTITUTION,

[Adopted July 13th, 1853.]

ARTICLE I. This Association shall be called *The Wisconsin Teachers' Association*, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the State.

ART. II. The Association shall consist of persons engaged in teaching in this State, who shall pay one dollar annually. Honorary members may be elected at any annual meeting, who may, by the payment of the annual fee, become acting members.

ART. III. The officers of this Association shall be a President, three Vice Presidents, a Secretary, a Treasurer, and a Board of five Counselors, who, with the President and Secretary, shall constitute an Executive Committee, any three of whom shall be a quorum,—to be elected by ballot at each annual meeting.

ART. IV. The duties of the President, Vice Presidents, Secretary and Treasurer, shall be such as pertain to the same offices in similar associations.

ART. V. The Executive Committee shall arrange business for the Annual meetings, procure lecturers for the same, and through the Secretary of the Association who shall be, *ex officio*, their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

ART. VI. The annual meeting shall be held at such time and place as the Executive Committee may designate; and any five members who shall meet at a regular or special meeting, shall constitute a quorum for the transaction of business.

ART. VII. This Constitution may be amended at any annual meeting of the Association, by a vote of two-thirds of the members present.

### SECOND ANNUAL MEETING.

The Second Annual Meeting was also held in Madison, commencing on the 9th of August, 1854. So little interest was felt, by either the Teachers of the State or the citizens of Madison, that those who came to attend the Association could find no one expecting them, nor that any

provision had been made even for a place in which to hold their meetings. They "happened together" at one of the inns of the place, and after much time spent in fruitless search for some one sufficiently interested in the cause to procure them a suitable room, they sallied forth to look for themselves. At length, in an obscure room in the old Court House, of which one of them had obtained the key, and by the light of a few tallow candles purchased by one of their number, and which, for want of candlesticks, were held by the hands of as many teachers, with one citizen for a witness of their proceedings—the Association entered upon its business. The records do not tell us how many were present, but, from the recollection of all who can be found, we learn that there were but six or seven Teachers, and eight or ten Book Agents, at the opening of the session. And, indeed, this is not to be wondered at; for a Teachers' Association could not expect to be popular, in a State in which our profession was so lightly esteemed.

The remainder of the session was much better attended, for curiosity was somewhat aroused to learn what could induce men, and, above all, teachers—to come from home, at very considerable expense,—(in those days they had no "return free" tickets, nor deductions from Hotel bills) —to attend meetings of those of their own "craft."

At this meeting it was announced that, during the year, one of the original members, (Hon. A. P. Ladd, late Superintendent of Public Instruction,) had vacated his seat by death, and resolutions of sympathy with his family, and for the appointment of a "committee to prepare a suitable tribute to his memory," were passed. (From some inadvertence, the report of this committee has not been entered upon the Journal, and cannot now be found, however.)

An amendment to the Constitution was adopted at this meeting, which was the cause of not a little excitement among the members. As presented, it allowed to Teachers of other States, and the active friends of education here, whether Teachers or not, all the privileges which the founders of the Association had designed exclusively for the Teachers, and after the most animated and exciting discussion in which the Association had as yet engaged, the proposition was amended and adopted as follows: (Reference to the relative number of Teachers and Book Agents, will account for the apparent exclusiveness of the amendment.)

Art. II. "The Association shall consist of persons engaged in teaching in this State; each male member paying one dollar annully. Honorary members may be elected at any anuual meeting, who may, by the payment of the annual fee, become acting members."

At this meeting was discussed the propriety and the necessity of an

Educational Journal, the establishment of a State Normal School, and of Teachers' Institutes throughout the State. A committee was appointed to memorialize the Legislature, and the State Superintendent appealed to in order to secure his co-operation.

The officers elected this year, were:

*President.*—John G. McMynn, of Racine.

*Vice Presidents.*—C. B. Goodrich, of Mineral Point; R. O. Kellogg, of Appleton; and O. M. Conover, of Madison.

*Secretary*—D. Y. Kilgore, of Madison.

*Treasurer.*—E. Hodges, of Fond du Lac.

*Counselors.*—J. L. Pickard, of Patteville; W. Van Ness, of Fond du Lac; C. Childs, of Beloit; J. W. Sterling and S. G. Stacy, of Madison.

The Addresses delivered were, by John G. McMynn, President; (Opening Address) E. Hodges, of Fond du Lac, on "The Mission of our Public Schools:" J. L. Pickard, of Platteville, on "The relation of the Teacher to his Patron."

These addresses with the minutes of the session were printed, and extensively circulated throughout the State.

In consequence of the discouraging want of interest felt in our organization, it was seriously proposed that the Institution be "dropped," till future generations should be able to produce more "live" teachers to carry it on; but one more effort was resolved upon, if a meeting could be held at a point where "outside influences" could be made to "tell" in our favor. Racine was proposed, which put an end to further discussion in the matter.

### THIRD ANNUAL MEETING.

The Third Annual session of the Association, commenced on the 15th of August, 1855, and fully justified our anticipations, 150 names being enrolled the first day.

At this meeting was announced the death of Hon. H. A. Wright, late Superintendent of Public Instruction; whereupon the following resolutions were adopted:

"WHEREAS, The death of the Hon. H. A. Wright, late Superintendent of Public Instruction of this State, has transpired since the last meeting of the Association; therefore

*Resolved,* That in the death of Judge Wright, many have lost a warm and true friend, the community in which he resided, a worthy, useful, and highly-esteemed member, the family circle, a devoted and cherished husband and father, and the cause of education a firm, earnest, and successful advocate.

Mr. Van Ness read an essay on "The disconnection of the Superintendency with Politics."

Addresses by J. L. Pickard, President, Opening Address, on "Trials of Teaching."

Prof. J. Emerson, of Beloit, on History.

No. in attendance, about 175.

FIFTH ANNUAL MEETING.

The Fifth Annual Session opened at Waukesha, on the 12th of August, 1857.

At this meeting, was announced the death of Walter Van Ness, one of the original members of the Association, when the following resolutions were adopted:

"*Resolved*, That this Association have learned with sorrow of the death of one of its first members, and most earnest friends, Walter Van Ness.

*Resolved*, That it is due to his memory, that we bear testimony to his worth as a citizen, his usefulness as an educator, and his character as a man.

*Resolved*, That our Secretary be requested to transmit a copy of these resolutions to the family of the deceased, assuring them of our sympathy in their deep affliction."

At this session were introduced resolutions which finally resulted in the appointment of a committee to memorialize the Legislature upon certain changes in the School Law in relation to the different departments of supervision. As this was considered a matter of very great importance, it was not perfected here, but was left for action at a subsequent meeting.

The following resolution was unanimously adopted:

*Resolved*, That all the Institutions of Learning in the State should be open for the education of both sexes.

Report on the "Necessity of Normal Schools," by A. Pickett, of Horicon.

The officers elected were:

*President.*—O. M. Conover, Madison.

*Vice Presidents.*—Col. M. Frank, Kenosha; R. C. Parsons, Mineral Point; Prof. J. B. Cady.

*Secretary.*—J. W. Strong, Beloit.

*Treasurer.*—J. G. McMynn, Racine.

*Counselors.*—A. G. Craig, Palmyra; J. B. Pradt, Sheboygan; D. Y. Kilgore, Madison; F. C. Pomeroy, Milwaukee; A. A. Griffith, Waukesha.

*Editorial Committee.*—J. L. Pickard, Platteville; J. G. McMynn,

Racine; A. J. Craig, Palmyra; J. Emerson, Beloit; D. J. Holmes, Sheboygan; O. M. Conover, Madison; T. R. Williams, Albion; A. Pickett, Horicon; A. C. Barry, Sylvania.

Essays were read, by Rev. J. B. Pradt, Sheboygan, on "Instruction in Christian Morality, in Public Schools."

By Mrs. Walker, Racine, on "Methods of Teaching."

By D. J. Holmes, Sheboygan, on "The best method of securing regular and punctual attendance at School."

By A. A. Griffith, Waukesha, on "Reading."

Addresses were delivered by A. C. Spicer, President's opening—"Dignity of the Teacher's Profession."

By J. G. McMynn, Racine, on "Aims of the Educator."

By Prof. J. B. Turner, Illinois, "Knowledge and Wisdom."

By ——— Calkins, New York City, on "The School of former days, contrasted with the School of the present time."

By D. Y. Kilgore, Madison, on "What constitutes a Teacher."

By Prof. D. B. Read, Madison, on "Importance of the study of Civil Polity, in Common Schools."

### SIXTH ANNUAL MEETING.

The Sixth Annual Meeting of the Association was convened at Portage City on the 3d of August, 1858.

Two deaths in our membership since last annual meeting, were reported, viz:

Mrs. Ellen W. McMynn of Racine, and Miss Kate S. Wright, of Madison, and the following resolutions were adopted:

"WHEREAS, He whose ways are not our ways, has removed from this Association a valuable member, from the State an enlightened Christian Teacher, and from our Brother McMynn, a loving and beloved companion, Mrs. Ellen W. McMynn; therefore,

*Resolved*, That while we deeply mourn with those who mourn, we would desire to bow in submission to the will of God.

*Resolved*, That we tender to our Brother McMynn our heartfelt sympathy in these his hours of sadness."

In case of Miss Wright:

"WHEREAS, We are called upon in the Providence of God, to mourn the loss of an esteemed member of this Association, in the death of Miss Kate S. Wright, of Madison; therefore,

*Resolved*, That we tender our cordial sympathies to the friends of the deceased."

A. Pickett, of Horicon, in behalf of the Committee on the "Revision of the School Laws," of the State, made a voluminous and well written

report, which was adopted, and a committee appointed to urge the same on the attention of the Legislature.

Officers elected: *President.*—A. Pickett, Horicon.

*Vice Presidents.*—J. E. Munger, Oshkosh; T. C. Barden, Portage City; W. C. Sanford, Watertown.

*Secretary.*—J. W. Strong, Beloit.

*Treasurer.*—J. C. Pickard, Madison.

*Counselors.*—J. B. Pradt. Sheboygan; A. J. Craig, Palmyra; J. Johnson, Janesville; S. T. Lockwood, Burlington; A. W. May, Ripon.

*Editorial Committee.*—A. J. Craig, Palmyra; J. L. Pickard, Platteville; J. B. Pradt, Sheboygan; Levi Cass, Janesville; O. M. Conover, Madison; J. G. McMynn, Racine; A. Pickett, Horicon; Miss H. A. Everts, Milwaukee; Miss E. L. Bissel, Hartford; Mrs. H. S. Zoller, Portage; Miss E. B. Lowber, Janesville; Miss M. A. Roberts, Whitewater.

Essays were read by J. B. Pradt, Sheboygan, on "Normal Schools."

By S. H. Carpenter, Assistant State Supt., on "Education a Mental Possession."

By A. M. May, Ripon, "Phonetics."

By J. M. Strong, Beloit, on "Vocal Music in Common Schools."

By J. M. Hoyt, Madison, on "Public Education—the need of the people—and the duty of the State."

Addresses were delivered by O. M. Conover, President's Opening—"A Perfect School System."

By Rev. A. L. Chapin, Beloit College, on "The true end of the work of Education, and the reciprocal relations of its different departments."

By Prof. N. Bateman, Illinois, on "School Government."

Here the conveyances were not only waiting to bring Teachers from the cars, but were kept constantly in attendance for the use of the members of the Association, and on their departure none were allowed to walk who would ride, nor pay any fee for their conveyance. The "social gathering" and the music of the Quartette Club and the other courtesies of the citizens, will long be held in remembrance.

126 names were recorded.

### SEVENTH ANNUAL MEETING.

The Wisconsin State Teachers' Association commenced its Seventh Annual Session at Madison, on the 26th of July, 1859.

The principal items of interest at this session were the inauguration of Hon. Henry Barnard at the head of our system of public instruction as Chancellor of the University, and the announcement of his operations as Agent of the Board of Regents for Normal Schools.

Report of the action of the committee to confer with the Legislature, by Rev. J. B. Pradt

The officers elected this year were:

*President.*—Rev. J. B. Pradt, Sheboygan.

*Vice President.*—Rev. M. P. Kinney, Racine; George Gale, Trempeleau; J. J. McIntire, Berlin.

*Secretary*—James H. Magoffin, Waukesha.

*Treasurer.*—E. S. Green, La Crosse.

*Counselors.*—A. J. Craig, Palmyra; J. L. Pickard, Platteville; E. C. Johnson, Fond du Lac; E. P. Larkin, Milwaukee; T. J. Conatty, Kenosha.

*Editorial Committee*—Rev. J B Pradt, Sheboygan; J. G. McMynn; J. L. Pickard, Platteville; E. C. Johnson, Fond du Lac; A. Pickett, Horicon; A. C. Craig, Palmyra; Howard Cramer, La Crosse; J. G. McKindley, Milwaukee; Mrs. H. S. Zoller, Portage City; Miss H. A. Everts, Milwaukee; Miss E B. Lowber, Janesville; Miss M. A Roberts, Whitewater; Miss K. E. Deming, Kenosha.

Essays were read by Miss E. L. Bissell, Prairie du Chien, on "Female Education"

By E P. Larkin, Milwaukee, on "Moral Culture"

By E. C. Johnson, Fond du Lac, on "Mental Culture."

By Rev. M. P. Kinney, Racine, on "Religious Instruction"

Addresses were read by A. Pickett, President's Opening, on "Nature of the Teacher's Work."

By Prof. Butler, University, on "The Classics."

By Prof. Daniels, on "Physical Geography, and Geology."

The Association were pleasantly entertained by the citizens and enjoyed a "sociable party" at the University at the invitation of the Faculty, also a steamboat excursion on lake Monona, through the politeness of Mr. Griffin, the proprietor of the boat.

In closing this report, your committee would not forget to notice the earnest and praiseworthy efforts of the local committees at *all* the meetings of the Association except the First and Second Annual meetings.

From the table of statistics appended, it will be seen that the Association from a small body of seven members, whose first meeting was only a matter of curiosity and perhaps ridicule to others, has in the short space of seven years become one of the most important and influential educational interests in the State, and increased in size so that its meetings can be held only in the cities and largest villages; embracing within it the greatest talent to be found within our limits.

J. L. PICKARD,
JAMES H. MAGOFFIN,
*Committee on "History."*

## GENERAL STATISTICS.

| No. of Annual Meeting. | Place of Meeting. | Time of Meeting. | No. Present. | No. of Addresses. | No. of Essays. | Edc'l Rep's. | Total. |
|---|---|---|---|---|---|---|---|
| 1 | Madison,..... | 12th, 13th, and 14th of July, 1853..... | 7 | 4 | 0 | 0 | 4 |
| 2 | Madison,..... | 9th, 10th and 11th of August, 1854..... | | 3 | 0 | 0 | 3 |
| 3 | Racine, ..... | 15th, 16th and 17th of August, 1855.... | 150 | 4 | 3 | 0 | 7 |
| 4 | Beloit, ..... | 20th, 21st and 22d of August, 1856..... | 175 | 2 | 1 | 0 | 3 |
| 5 | Waukesha,..... | 12th, 13th and 14th of August, 1857.... | 200 | 6 | 4 | 1 | 11 |
| 6 | Portage City,... | 3d, 4th, and 5th of August, 1858..... | 250 | 3 | 5 | 1 | 9 |
| 7 | Madison..... | 26th, 27th, 28th, and 29th of July, 1859. | 350 | 3 | 4 | 1 | 8 |

### NAMES OF OFFICERS ELECTED DURING THE FIRST SEVEN YEARS.

| PRESIDENTS. | VICE PRESID'TS. | SECRETARIES. | TREASURERS. | COUNSELORS. |
|---|---|---|---|---|
| 1. J. G. McMynn, | J. L. Pickard,<br>C. S. Chase,<br>J. L. Enos. | W. Van Ness. | E. Hodges. | S. G. Stacy.<br>C. B. Goodrich.<br>R. O. Kellogg.<br>J. T. Mills.<br>C. Childs. |
| 2. J. G. McMynn, | C. B. Goodrich.<br>R. O. Kellogg,<br>O. M. Conover. | D. Y. Kilgore. | E. Hodges. | J. L. Pickard.<br>W. Van Ness.<br>C. Childs.<br>J. W. Sterling.<br>S. G. Stacy. |
| 3. J. L. Pickard. | W. Van Ness.<br>W. C. Dustin.<br>V. Butler. | D. Y. Kilgore. | O. M. Conover. | J. G. McMynn.<br>A. J. Craig.<br>A. C. Spicer.<br>C. B. Goodrich.<br>M. P. Kinney. |
| 4. A. C. Spicer. | M. P. Kinney.<br>F. W. Fisk,<br>D. Y. Kilgore. | A. A. Griffith. | J. G. McMynn. | J. L. Pickard.<br>F. C. Pomeroy.<br>A. C. Barry.<br>A. Pickett.<br>H. W. Collins. |
| 5. O. M. Conover. | M. Frank.<br>R. C. Parsons.<br>J. B. Cooley. | J. W. Strong. | J. G. McMynn. | A. J. Craig.<br>J. B. Pradt.<br>D. Y. Kilgore.<br>F. C. Pomeroy.<br>A. A. Griffith. |
| 6. A. Pickett. | J. E. Munger.<br>T. C. Barden.<br>W. C. Sanford. | J. W. Strong. | J. C. Pickard. | J. B. Pradt.<br>A. J. Craig.<br>J. Johnson.<br>S. T. Lockwood.<br>A. W. May. |
| 7. J. B. Pradt. | M. P. Kinney.<br>G. Gale.<br>J. J. McIntire. | J. H. Magoffin. | E. S. Greene. | A. J. Craig.<br>J. L. Pickard.<br>E. C. Johnson.<br>E. P. Larkin.<br>T. J. Conatty. |

## WISCONSIN STATE TEACHERS' ASSOCIATION.

### PROCEEDINGS OF THE EIGHTH ANNUAL MEETING.

THE State Teachers' Association convened pursuant to the call of the Executive Committee, at Milwaukee, on the 1st day of August, 1860, at 3:20 o'clock, P. M., in the First Presbyterian Church.

Welcome to the Association by Jonathan Ford, City Superintendent of Schools in Milwaukee.

Response by Rev. J. B. Pradt, President of the Association.

Remarks were then made to the Association, by Hon. J. L. Pickard, State Superintendent of Public Instruction.

The regular exercises of the Session were opened by prayer, by Rev. Mr. Beecher, of Milwaukee.

Opening Address by Rev. J. B. Pradt, (President) of Madison; subject: "Self Control the end of Education."

On motion, reading of minutes dispensed with.

On motion, a Committee on Enrollment of Members was appointed.

Chair appointed Messrs. McAllister, Markham and Davis.

motion, Constitution read.

Adjourned to meet to-morrow morning at 9 o'clock, A. M., notice first being given of lectures in the evening. by Prof. Aug. Kursteiner, of Milwaukee, on "Physical Education," and D. S. Wentworth, of Chicago, on "School Discipline."

At the Evening Session no business was transacted.

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THURSDAY, Aug. 2, 9 o'clock, A. M.

James H. Magoffin, from the Committee on "History of the Association," appointed at the last annual meeting, read a Report of some length, bringing the History down to the present time.

On motion, the President appointed the following Standing Committees:

*On Place of Meeting.*—S. H. Peabody, of Fond du Lac, Rev. W. C. Whitford, Milton; H. O. Pierce, Wautoma; Mrs. H. S. Zoller, Portage City; Miss Whipple, Milwaukee.

*On Nomination of Officers.*—O. R. Bacon, Manitowoc; George M. Guernsey, Platteville; J. E. Bateman, Milwaukee; Miss Osgood, Milwaukee; Miss Bissell, Hartford.

*On Resolutions.*—S. D. Gaylord, Oshkosh; E. B. Gray, Sheboygan; H. G. Winslow, Racine; Miss Lowber, Columbus; Miss Chandler, Oshkosh.

*On Editorial Committee.*—A. J. Craig, Madison; A. W. Whitcom, Waterford; J. T. Lovewell, Prairie du Chien; Miss Merrill, Fond du Lac; Miss Bradford, Delavan.

*On Honorary Members.*—T. J. Conatty, Kenosha; C. H. Allen, Madison; J. J. M. Angear, Berlin; Miss De Clerq, La Crosse; Miss McLaren, Sheboygan.

Essay by A. R. Cornwall, of Albion, on "The true end of Education."

Mr. Craig, (in lieu of an essay) gave verbally his views on "The relation of our Educational Institutions to Government and Social Life," as the leader of a discussion on the subject; presenting, as the ground of the discussion, the following resolution:

*Resolved*, That our system of Public Instruction should embrace within itself, all the means and agencies necessary to provide the highest culture needed by the children of the State.

Remarks on the resolution by Messrs. Cornwall, of Albion; Jenner, of New York City; Connatty, of Kenosha; Winslow, of Racine; Silsby, of Richland; Gray, of Sheboygan; Eaton, of Monroe; Pickett, of Horicon; Larkin, of Milwaukee.

On motion, further discussion was postponed till next meeting.

Treasurer's Report was read and referred to a special committee, consisting of Messrs. Pickett, Gray and Angear.

Essay by Mr. H. S. Zoller of Portage City, on "Necessity of Moral Instruction."

Prof. S. Wright, of Illinois, recently State Agent of Schools, being called on, arose and addressed the Association. Followed by Mr. Stone, of Ottowa, Ill, and Mr. Batchelder, also of Illinois, and Mr. Jenner, of New York City.

The Committee on Treasurer's account, reported Treasurer debtor to the Association $78 25, and his account all correct.

Mr. Craig offered to refund to the Association $50, paid to Col. Frank.

Moved: That the $50, be allowed to Mr. Craig, being the amount which the account shows him to have paid Mr. Frank.

Mr. Gray in explanation, remarked as follows: The $50,00 indebtedness accrued in 1857, for services rendered by Col. Frank, as editor of the Journal.—For want of ability on the part of Mr. Craig to collect certain bills in favor of Journal, against advertisers, the Association therefore loaned $50,00 to meet the debt, and is now moved to release Mr. Craig.

Motion was then put and carried unanimously.

Report accepted and Committee discharged.

The following resolution was reported by the Committee on Resolutions:

*Resolved*, That the revenue of the School Fund, being the property of the People of the State, should be fully and fairly distributed to all the people, to be by them expended as they deem proper, under our laws; each community selecting its own Library as it selects its own Teacher.

Advocated by H. G. Winslow, of Racine, and opposed by Prof. Chas. Allen, of Madison. Spoken to by E. B. Gray, of Sheboygan, not taking either side. Mr. Craig, and Mr. J. M. Angear opposed the resolution. Mr. Pomeroy of Milwaukee, and Mr. J. T. Rolfe, of Illinois, favored it. Discussion postponed.

Resolved that to-morrow, at 9 o'clock, A. M., the roll be called and each member present invited to give a sentiment in response.

THURSDAY EVENING, 8 o'clock, P. M.

Address by Prof. S. A. Bean, of Waukesha, on the subject of "Language."

Prof. Conover offered some remarks on the resolution of Mr. Craig.

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FRIDAY, August 3, 9 o'clock, A. M.

Association called to order. Quite a large number responded with sentiments, as per resolution of yesterday.

Opened in form by singing two stanzas of a hymn and the doxology.

REPORT OF THE EDITORIAL COMMITTEE.

The Committee report that they find the affairs of the Journal in a satisfactory condition. It has reached a period in its pecuniary history, when it has become free from debt, and has a fair prospect for the future. This result, they are happy to say, is attributable to the energy with which the late resident editor has discharged his duties.

It should be mentioned that Mr. Craig resigned his position upon assuming his charge as Assistant to the State Superintendent, on the 1st of January last, but at the urgent request of the Committee, continued in charge of the Journal, till the close of the fourth volume, on the 1st of June, when the present Editor was was appointed.

The Committee think it would be wisdom in the Association not to rely too confidently upon the permanency of the State subscription, and that it would be well to contemplate the contingency of the Journal's being thrown at no remote period, upon the support of the Teachers of the State; they also think that our Teachers might with great propriety, contribute more freely to its pages.

The Report of the late Resident Editor, to the close of the fourth volume, is appended. J. B. PRADT, *Ch'n Ed. Com.*

*Wisconsin Journal of Education, in account with* A. J. CRAIG.

| | *Cr.* |
|---|---|
| By State Subscription, on Vol. 4, | $3087 50 |
| By Advertising, | 425 00 |
| By Individual Subscriptions, | 142 45 |
| By balance collected from Vol. 3, | 65 00 |
| Whole amount, | $3,719 95 |
| | *Dr.* |
| To balance due the Printer on Vol. 3, | $338 14 |
| To paid Atwood, Rublee & Reed, on Vol. 4, | 2,259 50 |
| To postage on State subscription, | 275 00 |
| To office rent, | 20 00 |
| To fuel, lights, wrapping paper, mailing, etc., | 75 00 |
| | $2,967 64 |
| Balance on hand, | $752 31 |

MADISON, June 1, 1860. A. J. CRAIG, *late Resident Editor.*

The Committee on Resolutions offered the following, which were adopted:

WHEREAS, We have learned with sincere regret, that Mr. J. G. McKindley is about to leave our State for another, and whereas, much of the success of the Public Schools of Wisconsin is due to his efficient labors in the High Schools of the State for several years past; therefore,

*Resolved*, That we express our deep sense of the valuable services Mr. Mc Kindley has rendered the cause of public education and our gratitude for the sacrifices which many know he has made for its advancement.

*Resolved*, That while we deeply regret Mr. McKindley's departure from among us, we are pleased to know that he neither abandons the public schools of our country nor removes far from a State which he has so diligently and signally served, and that we heartily commend him to the sympathies of the Teachers and friends of Education in our neighboring State of Michigan, as an Educator and gentleman worthy in no ordinary degree *of their cordial fellowship*.

The Committee on nomination of a Board of Editors for the Journal of Education for the ensuing year, beg leave to report the following names:

NAMES OF EDITORIAL COMMITTEE.

Rev. J. B. Pradt, Madison; C. H. Allen, Madison; E. B. Gray, Sheboygan; J. J. M. Angear, Berlin; W. N. Mason, La Crosse; S. B. Gaylord, Oshkosh; J. Ford, Milwaukee; S. T. Lockwood, Burlington; Miss M. S Merrill, Fond du Lac; Miss E. B Lowber, Columbus; Mrs. H. S. Zoller, Portage City; Miss E. L. Bissell, Hartford; Miss Merriam, Sparta; Miss H. A. Everts, Milwaukee.

The Committee appointed last year to confer with the Legislative Committee on the improvement of the School Laws, made a partial report, and on motion, were continued for another year.

The Committee on Resolutions reported the following, which were discussed and adopted.

1st. That we return our heartfelt thanks to the officers of the Association for the impartial discharge of their duties.

2d. That the thanks of this Association are due to those persons who have entertained us with productions fraught with instructive and spicy sayings.

3d. That the gratitude of the Association is due to the people of Milwaukee for opening to us their houses and for making us feel at home with them, and especially that to Mr Jonathan Ford, Superintendent of Schools in this City, we are indebted, for his exertions in our behalf. That our thanks are due to the authorities of the 1st Presbyterian Church of Milwaukee, for the use of their house of worship, for our daily services.

*Resolved*, That our thanks are due to the several Railroad and Steamboat Companies leading to this City, for their kindness in passing our members at half fare.

*Resolved*, That the history of our Association affords encouragement which far overbalances the depressing influences brought to bear against our School System, and induces us to still greater exertion to elevate Wisconsin Schools.

*Resolved*, That we recognize the Teachers' Institutes held through the State last year, as a valuable aid in the advancement of Common Schools, and that we pledge our cordial co-operation to sustain and render interesting those to be held during the coming year.

*Resolved*, That we consider it not only a duty but a privilege for each Teacher of this State to assist in support of a Journal of Education in our own State and that we pledge to the Wisconsin Journal of Education our cordial support not only by borrowing it from subscribers but by subscribing for it ourselves.

*Resolved*, That copies of all Essays and Addresses made before this Association at this time be requested for publication in the Journal of Education.

Committee on Nomination of Officers reported, when on ballot, the following were elected:

*President.*—A. J. Craig, of Madison.

*Vice Presidents.*—W. C. Whitford, Milton; T. J. Conatty, Kenosha; S. D. Gaylord, Oshkosh.

*Secretary.*—S. H. Peabody, Fond du Lac.

*Treasurer.*—J. B. Pradt, Madison.

*Counselors.*—J. B. Mason, La Crosse; A. Pickett, Horicon; S. H. Warren, Hazel Green; Miss M. S. Merrill, Fond du Lac; Miss Jennie S. Joselyn, Platteville.

Some "talking" about School Amusements.

Invitation received from the Young Men's Association to visit their rooms and library. Invitation accepted and thanks returned.

Committee on next place of meeting reported Fond du Lac and Platteville.

Report received, and more favor being felt for Fond du Lac, it was resolved upon for the next place of meeting.

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FRIDAY AFTERNOON, Aug. 3.

Association called to order at 2 o'clock.

Dr. D. P. Holton made some remarks on the structure of the skull.

Rev. Dr. Park, of Racine, followed with a lecture on the Origin and Characteristics of the English Language.

The following resolution was presented:

***Resolved,*** **That a Committee of five be appointed by the Chair, to examine Rev. Dr. Park's system of English Grammar.**

Discussed and lost.

The Committee on Resolutions presented the following:

***Resolved,*** **That we believe the present supervision of Schools and examination of Teachers by Town Superintendents is inefficient, and that we shall hail with joy the inauguration of a system of County Superintendency, believing that it will elevate the standard of Teachers' qualifications, and at once impart new life to the School System of the State.**

Discussed and carried.

An invitation was presented by the Teachers of the City to meet them at the Newhall House, after the lecture this evening.

Lecture to be delivered in the church, at 7½ o'clock, by Rev. J. L. Corning, of Milwaukee, on the "*Study of the Beautiful.*"

Moved, that the Executive Committee be requested to call the next meeting of the Association during the Christmas holidays. Motion lost.

On motion, adjourned *sine die.*

J. B. PRADT, *President.*

J. H. MAGOFFIN, *Secretary.*

## WHAT IS LIFE INSURANCE?

It is the exercise and evidence of prudence and benevolence.

It is more efficacious in its operations as regards the moral and domestic comfort of the people, and in its tendency to reduce taxation, by preventing pauperism, and perhaps crime, than the legislation of our wisest statesmen; and if universally adopted, would be a national blessing.

It secures independence and domestic comfort to the Widow and Orphan.

"It is a means by which a definite sum of money may be secured to one's family whenever death may occur; or to be received at any stated age of the life assured."

If you have a wife and children, aged or infirm mother, or young sisters, who look to you for their support, their physical wants and means of existence depend upon the continuance of your life, and the continuance of life with all is uncertain.

It secures to a family the value of an average duration of life, in the event of an early death.

This value may be determined by yourself, according to the condition and wants of your family, and a policy procured for the amount you wish to provide for them, secures that patrimony if you should die the next week.

It provides a security to the family of every man engaged in business.

Mercantile prosperity is held by a very uncertain tenure; and there are no men in business who are not subject to severe losses and sad reverses of fortune. At a time of financial embarrassment, a Life Insurance Policy would be highly prized.

Contracts of Life Insurance are of great benefit to society.

If every man of family, or every one commencing business, would procure an insurance adequate to the circumstances of those dependent upon his living, poverty would soon be comparatively unknown, or confined to emigrants from foreign lands.

Life Insurance is a prudential measure, in view of securing peace and tranquility of mind.

It is a relief to the anxieties of life, and a comfort to the mind while embarrassed in business, to know that your family are provided for by an insurance, and will have something for their support, if you are suddenly taken from them by death.

It is a prudential measure, even if you are fortunate enough to enjoy long life.

If you should live through the full allotment of life, the money paid

for insurance will be returned to your family with a fair rate of interest.

There is no certainty in leaving a patrimony for your family in any other way than by a life insurance.

While all other means are fluctuating and uncertain, and riches often "fly away," a Life Insurance policy, (if from a reliable company,) is certain, and becomes a patrimony just at the time it is most needed.

It is every man's moral duty (who has a family) to insure his life.

The late Lord Lyndhurst, Chancellor of England, said, "a policy of Life Insurance is always an evidence of prudent forethought, and no man with a dependendent family is free from reproach if his life is not insured."

Prof. De Morgan says: "On the whole, we can not consider these institutions, (Life Ins. Co's.) in any other light than as great public benefits, of which almost any class may avail themselves with advantage to their rising families."—*An. Rep. of Conn. Mutual Life Ins. Co., for* 1860.

## BENEFITS OF LIFE INSURANCE DEMONSTRATED.

One of the persons killed by the late terrible accident on the Chicago and Northwestern R. R., left property which was inventoried by the administrators at $15,000, on which there was an incumbrance of only $3,700, but this was pressing, and after the necessary hasty settlement of the estate, nothing is left for the afflicted family. How different would be their position had this man insured his life for the amount of the incumbrance.

Another victim of the same disaster had taken the precaution to insure his life for $2,500 to cover claims against his estate in case of accident, (not offering the too common objection that he must pay his debts before investing his money in such a way) and by so doing, saved a handsome estate from sacrifice, and a loved family from suffering.

Still another had signed an application for insurance, but deferred perfecting it until his return from the pleasure trip to Chicago; but alas, he never returned alive, and his widow and children not only mourn the loss of husband and father, but are compelled to struggle with the poverty from which greater promptness would have rescued them.

It is a striking and note-worthy fact, that out of the twelve married men who were killed by the accident referred to, the three, whose lives were insured, were the *only* ones who left their families in comfortable pecuniary circumstances, and they did so chiefly by means of Life Insurance. In one case it was nearly all that remained, and in the others it saved a fine property from great, if not entire, sacrifice. One of the young men killed left, by means of Life Insurance, one thousand dollars to aid in the support of his mother.—*Circ. of Wis. Mut. Life Ins. Co.*

# SUPERINTENDENT'S DEPARTMENT.

## SCHOOL TAXES.

So many and so various are the questions presented upon the matter of *School Taxes* that it is deemed best to devote considerable space to this subject in the present number of the Journal, not confining ourselves to the taxes alone, but introducing the whole subject of *School Funds*—their sources and the proper disposition to be made of them.

The Funds may be classified as follows:

1. State Fund.
2. Town Fund.
3. District Fund.

### 1. STATE FUND.

This fund is derived from the School Fund Income and other less important sources. It is apportioned by the State Superintendent, paid by the State Treasurer to the several County Treasurers, and drawn from the County Treasury by the Town Superintendents, who must apportion it to the several districts of each Town according to the number of children between the ages of 4 and 20 years. Before making this apportionment, the Town Superintendent must satisfy himself that the Districts have complied with the law in the following particulars:

1. The Clerk of the District must have made his Annual Report to the Town Superintendent.

2. The District must have maintained a school at least three months under the direction of a qualified teacher.

3. All the money previously received from the State must have been expended upon teachers' wages.

The apportionment by the State Superintendent will be made *after this year*, (1860) between the tenth and fifteenth days of June in each year.

A small apportionment may be expected during the month of December as additional to that made last March.

### 2. TOWN FUND.

This Fund is derived from two sources:

1. The tax levied by the County Board of Supervisors upon the several Towns for the proper securing of the State appropriationaccording to the provisions of the Constitution, Article 10, Section 4.

2 Such taxes as the Towns may at their annual meeting in April by vote levy upon themselves for School purposes, in addition to the tax levied by the County Board of Supervisors.

This fund can not suffer from any delinquent taxes, but must be paid by the Town Treasurer to the Town Superintendent *directly* and *in full*,

from any money in the Town Treasury, except State and County funds. Section 92, of Chapter 18, Revised Statutes, is explicit upon this point.

That portion of this Fund derived from the first of the above sources, must be apportioned by the Town Superintendent in precisely the same manner and subject to the same conditions as the State Fund.

That portion derived from the second source must be apportioned according to assessed valuation of property, but subject to the same conditions as the State Fund. Section 47, Chapter 23, Revised Statutes, applies to the moneys of both State and Town Funds.

### 3. DISTRICT FUNDS.

Each School District has the power at the annual meeting, (or at a special meeting properly called) to vote a tax for the purposes specified in section eleven of the School Code, (chap. 23, Revised Statutes.) The vote may be taken viva voce, or by recording the ayes and noes as recommended in the commentary on the School law of 1859. The motion to raise a tax should specify the amount to be levied for each particular object, as follows: for building purposes, $00; for repairs, $00; for indebtedness, $00; for teachers wages, $00; for maps, globes, or apparatus, $00; for fuel, and incidental expenses, $00. The Clerk in drawing orders on the Treasurer, should specify in each order for what purpose it is drawn, that it may be paid out of the proper fund, and that money raised for one purpose shall not be expended for another; and the Treasurer should keep a separate account of each of said funds, that he may be able to ascertain their actual condition, whenever it is necessary to meet drafts upon them.

It is the duty of the District Clerk, on or before the fourth Monday of November in each year, to deliver to the Town Clerk a statement in writing, verified by affidavit, showing the amount of taxes voted to be raised at the last preceding annual meeting, or if the district has been newly organized, the amount raised at the first meeting, together with a list of all persons and corporations liable to a School District tax within his district.

The tax thus reported is to be assessed by the Town Clerk, collected with the other taxes and paid over by the Town Treasurer to the District Treasurer. If a tax shall not be assessed in the next assessment roll after it is voted, it must be assessed in that of the next succeeding year, unless the district shall rescind the vote raising the same.

The above statements apply to taxes voted at the first meeting in a district, or at the annual meeting. Taxes voted at a special meeting are assessed and collected in a different manner. In the first place, no tax can be voted at a special meeting unless three-fourths of the legal voters shall have been notified, either personally or by leaving a written notice

at their places of residence, stating the time, place and objects of the meeting, at least six days before the time appointed therefor, and notices must also be posted up as in the case of a special meeting at which a tax is to be raised. When these conditions are complied with and the voters are assembled in pursuance of the notices, a tax may be voted for any purpose for which one can be levied at the annual meeting, but the tax is to be assessed by the District Clerk, and collected by the District Treasurer according to the provisions of Secs. 66, to 77, Chap. 19, of the Revised Statutes of 1849, which were revised in 1858, and are now incorporated in the School Code of 1859, on pages 26, 27, 28 and 29, and in the new Revised Statutes on pages 301, 302 and 303.

It is customary for the Town Treasurers to take school district orders in payment of town taxes, and the practice is not objectionable, provided orders are not issued in any district to a greater extent than funds have been provided to pay them, but as the District Treasurer has no right to pay out funds for one object which have been raised for another, the safest course is for the Town Treasurers to collect the tax in money, pay it over to the District Treasurer, and let him pay such orders as are drawn upon a particular fund out of that fund only. An uncollected school district tax is to be returned delinquent like any other tax, and when collected by the County, is to be paid to the Town Treasurer and by him to the District Treasurer in cash; in no case is he obliged to take tax certificates for returned taxes. See Section 92, Chapter 18, and Section 36, Chapter 23, Revised Statutes.

As the time for making the annual apportionment is changed, it will be necessary for Districts to raise money enough at the next annual meeting to carry them through with their winter schools. The summer apportionment will be made in season to meet the necessities of the summer schools. If the plan of raising the funds needed in advance is once fairly inaugurated, it will be of great advantage to the Schools, and be a real saving in expense. "Cash in hand as soon as the work is done," will secure better Teachers at a less nominal salary.

It may cost an effort to enter upon this system at the present time, but the effort will be amply repaid, as is fully corroborated by the experience of many districts working under this plan.

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Town Superintendents are again urged to send in complete and corrected lists of the Clerks in their respective jurisdictions, with post-office address, that the Journal of Education may be sent to all. When a new Clerk is appointed, the name of the one he supersedes should be given.

J. L. PICKARD, *State Supt. Pub. Inst.*

## TEACHERS' INSTITUTES FOR 1860.

In compliance with invitations received, and with the assurances that local arrangements for the accommodation of all teachers and those designing to teach, will be made, a session of the *Teachers' Institute* will be held the ensuing fall and winter, as follows:

| | | | | |
|---|---|---|---|---|
| " Manitowoc, | Manitowoc | county, | Sept. | 3 |
| " La Crosse, | La Crosse | " | " | 10 |
| " Prescott, | Pierce | " | " | 17 |
| | Columbia | " | " | 24 |
| " Ripon, | Fond du Lac | " | October | 1 |
| " Darlington, | Lafayette | " | " | 1 |
| " Appleton, | Outagamie | " | " | 8 |
| " Baraboo, | Sauk | " | " | 8 |
| " New London, | Waupaca | " | " | 15 |
| " West Bend, | Washington | " | " | 22 |
| " Fox Lake | Dodge | " | " | 29 |
| " Eau Claire, | Eau Claire | " | Nov. 5 to | 15 |
| " Durand, | Pepin | " | Nov. | 15 |
| " Liberty, | Kenosha | " | " | 19 |
| " Oshkosh, | Winnebago | " | " | 26 |
| " Monroe, | Green | " | | |

Others will be announced as soon as arrangements are made.

Each Institute will be opened on the evening of the day named above, with an Address on the subject of Public Instruction.

During each day there will be exercises, conducted by competent and experienced Teachers, illustrative of the principles and methods of education applicable to public schools of different grades.

Each evening will be devoted to an address, or discussion, on some educational subject, which the public generally are invited to attend.

Teachers, or those preparing to teach, who enroll their names as in attendance on the first evening the Institute opens, will be entertained, free of expense, during the session. The place of meeting will be announced in the local papers.

HENRY BARNARD,

*Agent of Regents of Normal Schools.*

P. S. The undersigned is requested to say, that the name of Dr. Barnard should not be announced for an Address at any particular Institute, except by special arrangement to that effect.

He would add, that the exercises of the Institutes will be much facilitated and their benefits increased, if each member will bring slate and pencil, memorandum-book and pencil, (for taking notes) and the Fourth Reader of the series, or the two series, most used in the county where the Institute is held. Please remember this, and come supplied.

☞ Editors and other parties receiving this Circular are respectfully requested to extend the notice.

C. H. ALLEN.

MADISON, Aug. 6, 1860.

# MATHEMATICAL DEPARTMENT.

CONDUCTED BY CHAS. H. ALLEN.

We find it exceedingly difficult with the limited amount of time at our disposal in which to attend to this department, to select from the numerous questions proposed for solution, those which will be most beneficial to the teachers of the State generally. We are desirous of introducing a little more order in reference to problems and solutions, and would ask that each problem or question presented be hereafter accompanied by an answer or solution. In case no other solution is received, the one accompanying the problem will be published after one month. This will secure answers to all questions published, and render it not only easier for those in charge, but more interesting to all.

We would again invite discussions upon practical points in teaching, believing that they will be of more profit than questions in higher mathematics.

*Problems.*—1. There is a given hollow hemisphere half full of water. Required the diameter of a ball, which, being let fall into the water, will be wholly immersed. WRAY BEATTIE.

2. A conical glass whose top diameter is five inches, and height six inches, is one-fifth filled with water. Now if a ball four inches in diameter be dropped into the glass, how much of the ball will be immersed? WRAY BEATTIE.

3. The difference between the maximum cone and the maximum cylinder that can be inscribed in the same sphere is one cubic foot. Required the dimensions of the three solids. WRAY BEATTIE.

4. The last term of a geometrical progression is 486, and the number of terms is 6; required the first term, ratio, and sum of the series. A. W.

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SOME teachers seek to build themselves up, by pulling others down.—When they begin a School, they begin also to criticise and disparage every thing that their predecessors have done. Some folks are weak enough to think that such a teacher is a second Solomon, and that all that came before him, were dough-heads; but some also draw quite a different conclusion. We think on the whole the practice cannot be commended.

# EDITORIAL MISCELLANY.

## THE JOURNAL.

Our appointment to the Resident Editorship of the JOURNAL having been duly confirmed by the new Editorial Committee, it might be appropriate to add a few words to what we have already offered by way of editorial salutation to our readers. We will however, only ask attention to what is placed upon the first inside page of the cover of this number—having reference mainly to some plans for increasing the circulation, and we hope thereby the usefulness of the Journal.

THE ASSOCIATION.—We devote a large space this month to the History of the W. S. T. Association during the first seven years of its existence, and to the proceedings of the Annual Meeting held last month, at Milwaukee. The History was prepared for publication in the Journal, agreeably to a resolution of the Association adopted a year ago, and by request of the Executive Committee, was read at the late Annual Meeting.

If the theory of some old writers, that the human body passes through a climacteric, once in seven years, exhibiting an increase of vigor at the close of each period, and a diminution at the beginning of each—applies to associate bodies, it will serve to explain why the meeting at Milwaukee was a falling off, in numbers and apparent interest, from the three previous meetings. We suppose however, that the long-continued pressure of hard times, and the consequent non-payment of teachers, together with the heaviness of the educational atmosphere which at present surrounds Milwaukee, will furnish a better solution.

The meeting at Milwaukee however, had many redeeming features. The essays by Mrs. Hoyt and Mrs. Zoller, were very interesting, and are the percursors, we hope, of more from similar sources. The addresses to which we listened, were generally very creditable—seeming a little too long, coming as they did several in one day—though not so if heard under other circumstances. It would be well if all essayists and lecturers on such occasions, could condense their remarks within the compass of half an hour, or else that we have not so many.

We were particularly interested in the addresses of Prof. Bean, and Dr. Park, both upon the subject of language; the former dwelling considerably upon the philosophy of language, and the latter being quite full upon the origin and history of the English language.

Hon. H. C. HICKOK, (late State Supt. of Pa.,) was prevented from attending the Association, and giving an expected Address, by sickness in his family. The audience of the evening set apart for his Address, (Friday) were kept wide awake however by a lecture on "the Study of the Beautiful," by Rev. J. L. CORNING, Pastor of the church in whose edifice the Association met.

We are unable to give any of the papers this month, except the Historical Re-

port read by Mr. Magoffin. Next month we shall publish Mrs. Hoyt's Essay, on the Horticultural Embellishment of School House Grounds, and we hope that measures may be taken to derive practical utility from its many and instructive suggestions. Why should not the State Agricultural Society deem it appropriate to their functions, to offer a premium to the District whose School-house exhibits the most creditable improvement in this respect? What better disposition could the Executive Committee of the State Teachers' Association make of some portion of the funds in the Treasury, than to help make up the premium? We shall recur to this subject, and in the meantime we invite suggestions from our educational and horticultural readers.

FREE EDUCATION.—Two or three important discussions arose at the Association: The first was upon a resolution introduced by Mr. Craig, at the close of his remarks on the "Relations of our Educational Institutions to Government and Social Life." The resolution was as follows: "That our system of Public Instruction should embrace within itself all the means and agencies necessary to provide the highest culture needed by the children of the State."

Some of those who spoke to the resolution, assumed that it implied that the means of what is called a liberal education, should be provided, free of expense, for all the youth of the State, who wish for it, and it was on this point mainly, that the discussion turned. We understand the mover of the resolution however to have meant merely that the State system of disciplinary education should be so complete and excellent, that no one should need to go outside of it, to find the means of supplying his wants, and that he did not intend to raise the question of free education. As has been often remarked, there is no such thing as absolutely free education; that is, education without any expense to the parents and guardians of the children educated. At least, the only exception is found in such charitable institutions as sometimes take orphans or other unfortunate objects without charge. In order to the support of the common schools, parents ordinarily pay a tax, and in some states, a rate bill; they also pay for school books, and incur the expense of board, &c. If children are sent away from home, to any public institution, the payment of tuition fees, in addition to other expenses, does not materially alter the case.

There is really more reason for making tuition, the use of text-books, and other incidental expenses free to pupils in the higher institutions than in the more elementary schools. Parents do not esteem the board of their children a burden, while they remain at home; but to pay not only for board, but all other expenses beside, at High School or College, is often very difficult, and operates to exclude a large proportion of our youth from any educational advantages, except those of the district school. But the undeveloped talent of the youth of the State, is in one sense the property of the State, and for the general and public good, should be encouraged.

The children of the more luxurious classes seldom come to eminence, and under our present form of "fast" life, two or three generations usually suffice to dissi-

pate hereditary wealth, and leave the family, if not extinct, at the foot of the hill again. This is one of the compensations of Providence, and were it not for this, and the continual recruiting of the dominant classes in society, from the more vigorous blood and brain of the hard working and especially rural population, we should soon go to rack as a nation.

The objection to furnishing the means of higher education for all, at little cost, namely, that it offers a boon to the rich, which they ought to pay for, may be variously answered: First, the wealth of the rich is or should be taxed for this as well as all other objects of public weal. Secondly, the children of opulent parents, are more generally sent to private seminaries, and colleges, than to public institutions, and would continue to be, if such institutions were more numerous and accessible. Thirdly, the children of the poorer classes are likely in the long run to derive more benefit from such facilities for education as are placed within their reach, than the pampered sons and daughters of luxury. But we must leave the subject for the present, by asking our teachers and readers generally, to ventilate it further.

ACADEMIES.—The first settlers in New England not only laid foundations at the outset for elementary instruction in common schools, but even at that early day, looked to something higher; providing that in every town containing a certain number of inhabitants, Grammar Schools should be established; and taking measures also to establish and maintain a University at Cambridge. The Grammar Schools, (equivalent in intention to what we now call High Schools,) did not go extensively into operation, for want of sufficient population, except in a few localities. The consequence was, that Academies so-called, sprung into existence, in every part of New England, and have since extended more or less, through all the States, West and South. The Academy occupied a midway place between the common-school and the College, and gathered in from the country or surrounding district, and often from a distance, those youth who sought and could pay for, higher advantages than those afforded by the school at their own door. But being no part of the public system of instruction, and being supported mainly by the well-to do-sort of people, a kind of aristocratic atmosphere was formed around them, and the Common Schools were often left to comparative obscurity, as places where children learned little more than to read and write.

The revival of interest in the Common Schools and the efforts made in all directions to improve them, have drawn away somewhat of the interest and importance that formerly surrounded the Academy. This has been the case especially in all those quarters where by the establishment of graded and Union Schools, and the accompanying feature of High Schools, those advantages have been brought within the reach of all, that could before be obtained only by going, perhaps some distance away, and at considerable expense, to an Academy. Something like an antagonism has occasionally sprung up between Academies and High Schools, the former feeling that the latter entrenched somewhat upon

their domain. This is not surprising, because it is natural for all men to be watchful of their own interests.

But it is desirable that this antagonism should be smoothed down, and that our Academies should have an appropriate and recognized place in our educational system; and we think we see how this may be, and to some extent already has been, brought about. Academies, everywhere, have long been a principal source of supply for teachers in the Common Schools. We do not mean that they have usually undertaken to educate teachers as such, but young men and women, having attended an Academy a term or two, were supposed to be qualified to teach the younger children in the district school, and very often their pupils would be older than themselves. Now what we would suggest is that our Academies, or as many of them as are needed, and are tolerably fit for the change, become really and intentionally, what they have long been incidentally, but not always very successfully, nurseries for common school-teachers. That is to say, we would be glad to see them become bona fide, Normal Schools. The reasons for this are stated in an essay printed in the Journal,* nearly two years ago, to which we therefore refer the reader, as expressing our views.

SUPERVISION OF SCHOOLS.—A discussion arose also on this subject, prefaced by Mr. Allen's resolution recommending County Superintendents. The argument however, was all one side, pretty much, and we are glad to subjoin the following from the State Supt., contained in a letter written while traveling over the State:

"From almost all quarters comes the demand for a change in our system of Supervision of Schools. We trust that the matter will be well considered in the selection of candidates for the next legislature."

LIFE ASSURANCE.—While in attendance upon the Association, we noticed some of the Circulars of the Wisconsin Life Insurance Co., left in the room, with a view of calling the attention of teachers to the subject; and we intended to second the object in some remarks upon the subject in this number of the Journal; but must content ourselves with asking attention to some extracts on a former page.

We write these words with a pencil, lying prostrate with serious illness, and we urge as an argument for the measure of prudence adverted to, that the circumstance of having effected an insurance in favor of one's family, diminishes, as we know from experience, the anxiety attendant upon sickness, and therefore increases the chances of recovery. It is a fact then, and one in perfect accordance with the arrangements of Divine Providence, that the precaution in question, in addition to all other benefits, tends to the security and continuance of human life.

The Connecticut Mutual, in which we effected an insurance, and from whose Annual Report we quote, we regard as a sound, stable and safe Company. The Wisconsin Mutual, prefers its claims, on the ground of being a home institution.

* See No. 5, Vol. III, November, 1858.

INSTITUTES.—It will be seen by reference to another page, that a Fall and Winter series of Institutes is announced. We believe from all we hear, that the Institutes that have been held during the year past, have done much good in arousing both teachers and people to see the need of improvement, and we hope that the interest will continue unabated, till we have permanent Normal Schools established in various parts of the State. We design to attend some of the Institutes, and observe their *modus operandi* and influence. We have already been present at those just held at Delevan, Burlington and Watertown, which went off apparently, very much to the satisfaction of all concerned.

## EDUCATIONAL INTELLIGENCE.

SHEBOYGAN.—The Summer Term of the Sheboygan Union School, closed with a public examination on Monday and Tuesday, July 30 and 31. We condense from the *Times*: "The examination in the High School Department was in accordance with the programme which we published last week, and was attended with a great degree of interest on the part of teachers, pupils and patrons—or those of the latter who were present.

The examinations of the classes were conducted upon the topical system, which has never been introduced into this school prior to the term just closed,* and although the time—ten weeks—was too short to produce the results of this system of teaching in their full effect, yet sufficient progress had been made to exhibit its great superiority over the old catechetical method of imparting instruction.

All who were present at the examination of the High School Department, were satisfied that Mr. Gray has commenced a good and much needed work in his department, and one which the interests of the school demand should be continued; and that his services should be retained for that purpose during the coming year."

The *Times* also notices improvements in other departments, all of which are under teachers who have been long employed in the school.

We hope to see a Normal Department established in this school, as a useful means of improvement for the county at large.

LOMIRA, DODGE COUNTY.—This town was the scene of a happy gathering on the 25th inst., the occasion being a School Pic Nic. The pic nic was gotten up upon short notice, and all the schools of the town were not represented. Those that were present made a very good appearance. The exercises consisted in singing, declamations and some recitations; one in geography was especially good, and if not the result of a special training for this occasion, was very creditable to the Teacher as well as the pupils.

The parents and children were addressed by the State Superintendent, and the Teachers by Mr. Gaylord, Principal of High School, of Oshkosh.

* This is a slight mistake.

The children seemed to enjoy themselves finely in spite of a heavy shower that came up while they were eating, and thoroughly moistened their food.

It is very much to be regretted that all did not participate more cordially in the exercises. We were compelled to listen to some fault finding, though we trust it was confined to a few and did not trouble the children. When will men learn wisdom of little ones, and enjoy themselves even if things do not go exactly to their liking. COM.

GREEN BAY.—The schools of this city are undergoing transformation, and are rapidly attaining greater efficiency under their present management. They need a special charter and a Board of Education to secure their highest success. The High School is under charge of Mr. Furber, of New Hampshire. Mr. F. is assisted by as earnest and successful a body of Teachers as can be found anywhere in the State. COM.

SEVERAL notices of the closing exercises of schools and of other educational proceedings, are omitted from inability through illness to prepare them for this number. Will our friends send us brief accounts of matters of interest in their respective quarters? We would like to find room for some of the essays read at the close of the last term of the Racine High School, as evidence of what a thorough High School training can accomplish.

FALL INSTITUTES.—NOTICE.

We are requested to give publicity to the following:—

No definite arrangements can be made as to the attendance of the State Supt. upon the sessions of the Fall Institutes. The season is one demanding an unusual amount of office work. The Superintendent will however be present at as many of these Institutes as he can consistently with other duties. Special effort will be made to visit the counties not reached during the Spring. Due notice will be given of times and places of meeting.

## BOOK TABLE.

A KNOWLEDGE OF LIVING THINGS, with the Laws of their Existence. By A. N. BELL, A. M., M. D., late P. A. Surgeon, U. S. Navy; Physician to Brooklyn City Hospital. New York: Bailliere Brothers, 440, Broadway.

This work is written upon the ground that anyything like a complete or systematic knowledge of Human Physiology cannot be successfully imparted in an abridged form, and that for beginners, it is better to take up at first an examination of the simpler forms of organized existence. The author therefore, after some chapters upon the Kingdom of Nature, and Inorganic Substances, proceeds to notice the lower forms of Living Things, and gradually leads the reader on to interesting facts connected with the higher forms of animal existence, including Man;—the two concluding chapters being upon "Our Functions and Faculties," and the "Sum of Life." The book is exceedingly readable and entertaining, and contains among others, several beautifully colored illustrations. It has been prepared at the instance of several teachers who have listened to the author's lectures, and must be heartily welcomed both in the School-room and at the fire-side, as a work well calculated to awaken an interest in Natural Science.

## PERIODICALS.

THE MILWAUKEE MONTHLY BOOKSELLER: Devoted to announcements of New Publications, Literary Intelligence, and the Interests of Education generally.—Strickland & Co., Publishers, Milwaukee, Wis.

We have received a sample of this monthly. It will consist of four pages and will contain twenty columns. The Publishers say: "It will be sent regularly without charge, to any one who will send us their address, and twelve cents to pay the postage for one year. We propose to give all the announcements of New Books, a complete list of New Publications, with the price of each; critiques, notices, reviews of, and extracts from leading New Books. To collate and digest all the literary information, we can procure, and print it for circulation in the Northwest. We feel confident a very large class of persons are prepared to welcome such a sheet, and value the information it will bring to their homes." Such a publication must be largely useful.

THE WISCONSIN FARMER, edited by Messrs. POWERS & HOYT,—published monthly, at Madison, at $1,00 a year, is well known to our readers, we suppose, the Farmer being now in the 12th year of its existence. If there is any farmer in the State who does not take it, we think he loses his dollar many times over in the course of a year, by the omission. But we refer to the periodical now, more particularly to remind our readers that it also contains much interesting and useful matter of a general character, especially in the "Home Circle" Department, conducted by Mrs. HOYT.

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SHAVER'S Eraser, Polisher, Paper Cutter, Folder and Pencil Sharpener, all combined in one instrument, in a neat and convenient article, particularly for the two purposes first named. It is highly commended, we see, by all sorts of people, and we hereby thank the inventor and manufacturer, Mr. A. G. Shaver, of New Haven, Conn., for a "copy."

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## NEW PUBLICATIONS.

INTRODUCTORY COURSE OF NATURAL PHILOSOPHY, for the use of Schools and Academies. Edited from Ganot's Popular Physics, by WILLIAM G. PECK, M. A., Professor of Mathematics, Columbia College, New York. New York: Published by A. S. Barnes & Barr, 51 and 53, John street. 1860.

This treatise has a freshness and originality about it, that must make it welcome in the school room. The style of the translator is pleasing and perspicuous, and catches somewhat of the vivacity of the French. It is generally conceded that French authors excel in treating Physical Sciences, and though it may hurt our national pride to use a foreign book, there is such a thing as being too exclusive in our nationality. The illustrations in this volume are also graphic and interesting, and not mere bold linear diagrams. (See advertisement.)

ROBINSON'S MATHEMATICAL SERIES. Published by Ivison, Phinney & Co., N. Y.

Robinson's Mathematical works appear to be the product of an originally mathematical mind, and not mere mechanical combinations. Those who have used them, are generally warm in their praise. (See advertisement on last page of cover.)

HITCHCOCK'S NEW PHYSIOLOGY; also published by Ivison, Phinney & Co.

This new work by Dr. Hitchcock and his son, is so enthusiastically commended, that we take pleasure in calling attention to its merits, though we have not yet had the opportunity of examining it. A very full advertisement of its character, will be found on the next two pages.

HITCHCOCK'S NEW ELEMENTARY GEOLOGY, by same publishers.

This new work, also the combined product of father and son, is probably the best and most complete Manual of the science yet issued. A brief notice on the last page of

# FOR COLLEGES AND SCHOOLS.

# Hitchcock's Anatomy and Physiology.

## For Colleges, Schools and Academies.

**By PRES. HITCHCOCK, D.D., LL.D., of Amherst College, author of "Geology," etc., and EDWARD HITCHCOCK, Jr., M.D., of Wilston Seminary. Third edition revised. Illustrated by nearly 400 engravings. 441 pages. Retail price 1.00.**

This work, which has been in preparation for two years past, is now ready, Pres. HITCHCOCK is an eminent and successful author of scientific works, a naturalist widely known for his attainments, and has been a distinguished educator *for more than forty years.*—His son has for ten years past been engaged in the work of teacher. The authors have availed themselves of the labors of the most eminent Physiologists, American and foreign, and they give a condensed but clear exhibition of the leading principles and facts which are detailed in such works as Carpenter's Human Physiology, his Comparative Physiology, Hassal's Microscopic Anatomy, Griffith and Henfrey's Micrographic Dictionary, Peaslee's Histology, Todd and Bowman's Physiological Anatomy, Wilson's Anatomy, Draper's Dunglinson's and Dalton's Physiologies, and the works of Cuvier, Owen, and Wagner, on Compartive Anatomy, also those of Agassiz, Van der Hœven, Siebodt, etc. The ILLUSTRATIONS of the volume are unusually full, were executed by superior artists, French and German, as well as English and American; and their first cost was not less than $4,000 It is believed that no school-book yet issued has surpassed this in value of its illustrations.

Considerable attention has also been given to the important subjects of HYGIENE and GYMNASTICS; the latter is illustrated with diagrams, designed to facilitate the practical use of these means of healthful and pleasant exercise in schools and families.—Ventilation, bathing, and other personal habits, bearing upon the preservation of health, and many other subjects of practical usefulness, as well as scientific interest, are also fully discussed and illustrated.

☞ Teachers will notice this Third edition has been carefully revised and improved, especially in the part upon *Comparative Anatomy.*

## TESTIMONIALS AND NOTICES.

*From* E. B. PARSONS, *Principal of Greenfield High School, Mass., January* 30, 1860.—"I am much gratified with 'Hitchcock's Anatomy and Physiolgy.' It has a sharpness of definition and a precision of language, blended with an attractive style, that is refreshing in this age of words and wordy text books.

"May our American schools of indigestion get the book and profit by it."

*From the Springfield Republican, Dec.* 17*th*, 1859.—"*The most full and accurate elementary work on these subjects that has come to our knowledge.* It can hardly fail to be widely appreciated, and to become *the general text-book in our Colleges and Schools.*

*From the Chicago Press and Tribune, January* 28*th*, 1860:—"This is really a most valuable addition to our text-books for District and Public Schools, Academies and Higher Seminaries of Learning. No parent or guardian should consider the education of his child or ward complete till they have thoroughly studied this or some other similar work. It cannot be doubted that many years will be added to the average lifetime of the next generation, if all our youths are carefully instructed in the principles of this book."

*From* Pres. COLLINS, D. D., *Dickinson College, Penn., March*, 1860.—"I have carefully examined 'Hitchcock's Anatomy and Physiology,' and am free to say that it pleases me *better as a text-book on those sciences than any work now before the public.* In the departments of Microscopic and Comparative Anatomy, and the religious applications of those sciences, it is specially worthy of the attention of all teachers who would keep up with the times.

*From the Chicago Christian Times, February* 8*th*, 1860.—"The publication of a new text-book on the subject, with so eminent a name as that of Dr. Hitchcock on its title page, will contribute materially to awaken fresh interest in this very important department of education. * * * We earnestly recommend this work to teachers, satisfied that on examination they will find it peculiarly adapted to service as a text-book."

*From the Illinois Teacher, the State Educational Journal, February*, 1860.—"*Speaking with the advantage of a professional knowledge of the subject, we say that we recommend the book very strongly.* This branch of study is important, more important than a large share of what is actually studied in our grammar and high schools; the book is excellent, and its price is low. What more need we say? If you will but get the book, it ill commend itself to you."

THE

# Wisconsin Journal of Education.

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## AN ESSAY
## ON THE HORTICULTURAL EMBELLISHMENT OF SCHOOL-HOUSE GROUNDS.

BY MRS. HOYT.

EDUCATION is the first want of the individual soul. Abstractly considered, it is more than this—one of the inevitable consequences of being; for education of some sort cannot be escaped. In education of the right sort, lies every possibility of happiness and progress for the human family. How important, then, to determine what should be its nature, and the instrumentalities by which may be secured the best possible result.

First, as to its nature. If we exclude professional schools, in which the instruction must be special, and chiefly intellectual, all properly styled educational institutions are supposed to have three objects in view—the development of the body, the mind, and the heart. I am aware that in the practical management of many schools this end is far enough from being kept prominent. But it is the only rational theory, and in all of our discussions we must not, for a moment, lose sight of the true ideal.

Second, the instrumentalities are manifold. Some of these are single in their uses, having reference to but one department of the three-fold person; as the physical, the intellectual, or the affectional. Others are double, or even triple in their offices, looking to the development of the entire being. Of this latter class, none may be made more potent than the *place* itself where the process of education, as that term is usually understood, is carried on—the school-house and its surroundings.

Leaving the building, with its internal arrangements, and all that belongs to its architectural design, let us consider, briefly, the horticultural embellishment of the grounds. The subject presents itself as having educational bearings of the largest importance.

First, such embellishment promotes health, by purifying the atmosphere through the agency of vegetable growth. That changes may be effected in climate and condition of soil, by the introduction of vegetation into regions otherwise inhospitable, is no longer doubted. Some physiologists go so far as to assert, that it is through the instrumentality of leaves, that everything unwholesome is removed from the atmosphere. This much is demonstrable; that the tissues of growing plants lay hold of the material within their reach, and, through the mysterious alchemy carried on in their tiny cells, effect certain wonderful changes: that which was gross becomes pure, the worthless is made valuable, the loathsome beautiful. It is also well known that, through the day, leaves absorb carbonic acid and give out oxygen gas, a process reversed by every respiration of the lungs. This argument, if in favor of the horticultural improvement of any grounds, is especially so in reference to those of which we speak, since this arrangement of receiving from us a poisonous, and giving back a vitalizing gas, is carried on only during the hours including those of school.

In this connection, and of scarcely less importance, may be noticed the office of trees and shrubs in rendering the temperature of any locality more uniform, and the air purer, by warding off cold winds, moderating the fierce rays of the sun, and protecting from dust.

Second, it promotes health by leading to more general and cheerful exercise. The fact that children, especially school children, will play under almost any circumstances, is of no value as an opposing argument. Children are restless, and inclined to more general and varied activity than adults, by reason of their comparatively large nervous development. They are moreover, wanting in the power and habit of reflection by which admonitory lessons are gathered from experience. So they will often continue the most exhausting plays until nature is overpowered by fatigue, not so much because they choose to, as that they must.

Now the quiet of the school-room, the restraints it imposes upon the body, its demands upon the mind, are all opposed to this, and have a tendency to intensify the energy and heartiness with which they would, anyhow, enter upon outdoor sports whenever opportunity offered. But when the conditions are furnished, the activities of the playground become attractions to the spirit, as well as necessities to the muscle. Upon an ample lawn, with here and there a tree for story-telling shade, or the pleasant game; with shrubs for fragrance and evergreens to relieve the

golden of the summer day; with bordered walks and quiet nooks, and over all the witchery of shifting sunlight and shadow, the inertia of the most sluggish will be overcome, and all that is frolicsome and joyous in more spontaneous natures aroused.

Remove all this and leave but a bald door-yard, or the monotony of the street, and children will race around, to be sure, and though in the swelter and glare of noon, will turn somersets in the dirt, and beat their brains against lamp post or fence rail, in the headlong chase of some sort of amusement, because they don't know what to do, and must do somethlng. A comparison between the health, invigorating effect of the exercise taken under these different circumstances, would be as that of a mid-day douche of nitric acid, to a bath of pure water. Exercise, to be beneficial in the best sense, must be a refreshment to both soul and body.

Third, it promotes health by inducing a pleasant state of mind. "Delightful scenes," says Addison, "whether in nature, painting, or poetry, have a kindly influence on the body, as well as the mind; and not only serve to clear and brighten the imagination, but set the animal spirits in pleasing and agreeable motions. For this reason, Sir Francis Bacon, in his Essay on Health, prescribes to his readers a poem, or a prospect; and advises the pursuit of studies that fill the mind with splendid and illustrious objects, histories, fables, and the contemplation of nature." "The body and mind," says Sterne, "are like a jerkin and its lining. If you rumple the one, you rumple the other." And Wordsworth, in one of his most charming and philosophical poems, represents nature as promising to train into beauty, both body and mind, through the thoughts given to her favored child:

"She shall be sportive as the fawn
That, wild with glee, across the lawn
Or up the mountain springs;
And her's shall be the breathing balm,
And her's the silence and the calm
Of mute, insensate things.

"The floating clouds their state shall lend
To her; for her the willow bend.
Nor shall she fail to see,
E'en in the motions of the storm,
Grace that shall mould the maiden's form,
By silent sympathy.

"The stars of midnight shall be dear
To her; and she shall lean her ear,
In many a secret place,
Where rivulets dance their wayward round,
And Beauty, born of murmuring sound,
Shall pass into her face."

But that the mental condition reacts upon the physical, is a proposition so well established that it needs no proof. Confirmations of it are in our daily experience; observations of it are continually before our eyes, so that to think of it, is to admit it. And yet how often is it left entirely out of thought in the arrangements made for those most sensitive to its neglect. That the mysterious interdependence of the material and immaterial, which every one acknowledges, and no one explains, should be more direct, and a regard to it more essential in early, than in later life, needs but a moment's reflection. In the early, and during all the growing years of the animal body, its whole texture is more delicate and impressible than in the maturity of its strength. If this is true in regard to food, temperature, and clothing, how much more in reference to those influences that operate upon it through the ever active thought?

Then the child has not learned to control the physical, through the superior force of reason and will; but yields up its body, with absolute abandonment, to whatever is the present mood of mind. If displeased, it will very likely throw itself, with all the energy of indignation, and perhaps a storm of tears and kicks, upon the ground. That the result is disease is apparent from the terrible flashing of the eye, the unnatural color of the cheek, the rapid pulse, and spasmodic action of the entire muscular system. Delight it by the recital of a pretty story, or the sight of an attractive object, and the eye will light up, the skin clear, and the whole frame swell with exultation. This is a condition of health. And because health in childhood is essential to permanent health in after years, and because it lies at the foundation of all that education plans for the up-building of the spiritual, it becomes imperative that the state of the mind, upon which that health so largely depends, should be such as is conducive to the most perfect physical condition. To minister to this demand of nature is no less a dictate of humanity, than of wisdom.

The way in which this can be most readily done, is by keeping a variety of agreeable objects before the eye; since, of all the senses, sight is the principal one through which things material impress the mind; the qualities of matter, by which the character of external objects is conveyed to the senses, being, chiefly, those that appeal to the "seeing eye," as form, color, motion. This is universally recognized; and a thousand times oftener it is said, with expectant joy, we shall *see* this, or that, than that we shall smell, touch, taste, or even possess. Again, of those three distinguishing qualities, form has been truly called "the grand characteristic of matter." But all this—objects of infinite diversity of form, color, and motion, are in the landscape, with which "a good deal of nature and a little art," may surround the places where children are

to spend so many of the waking hours of the most formative period of life.

What we want, is to keep the youthful mind in that state of pleased acceptance of the present which is its health attitude towards the body. To explain how it is that nature operates more successfully in this direction than all the artifices with which man has attempted to imitate, or supercede her, would be to be wiser than all philosophy, more diligent than all observation. Yet who has not felt that

> "All natural objects have
> An echo in the heart; and still maintain,
> With the mysterious mind and breathing mould,
> A co-existence and community."

The same arguments that show anything favorable to physical, will apply with equal force to intellectual development. Indeed a consideration of the one has already involved the others. Yet, because it is easier, it is much more common to trace the influence of the material upon the mental, than of the mental upon the material. So the first care is for the body, even when beginning in earnest the culture of the mind. None but an insane person would undertake to fix the attention of children, and task their mental powers, when the bodily condition was that of suffering, or even uncomfortableness in the ordinary sense. It is only in the strength of years, and under the pressure of necessity, or the allurements of ambition, that we see examples of that ascendancy of the soul over all external circumstances, by which it is enabled to completely ignore the body, or say to pain, "Thou art a word."

The first intellectual advantage, then, claimed as the result of the horticultural embellishment of school-house grounds would be through the better physical, by which the superior mental condition is secured.

Second, it advances intellectual culture by furnishing objects of interest for examination and study. By a little judicious forethought, trees, shrubs and flowers transplanted to the grounds where children go for repose from in-door tasks may be made more valuable than so many books added to their library. For where are the written pages containing all that has been left upon the face of nature? Who, by searching, can find out and communicate to the mind of a child, knowledge like that acquired when, with its own aroused intellect and eager eyes, it stands in the presence of God handling his works and "thinking his thoughts after him?"

True, not every subject upon which the young student is called to labor, may be illustrated, and his mental powers in reference to that particular mastery assisted, by such natural objects as belong to the ornamentation of the school premises; but their range is much wider than

would, at first appear; and the freshness and vigor of thought aroused in reference to special studies, could but be to the advantage of all.

> "Nature is man's best teacher. She unfolds
> Her treasures to his search; unseals his eye,
> Illumes his mind, and purifies his heart.
> An influence breathes fron all the sights and sounds
> Of her existence; she is wisdom's self."

As a third intellectual advantage, the unconsciousness with which the lessons of nature command the mental powers may be considered. This is of value to us all, and always; but incalculably so to the young in their first efforts to meet the stern demands of school discipline. It is the nature of the mind to think; not to study upon prescribed subjects, at stated times. So the whole system of education is artificial—with more or less of violence, the merest device to entrap the body and compel that application found needful to the highest educational results. Now whatever tends to divert the mind from a recognition of enforced rules and tasks is so much gained, both to the more vigorous action of the mind itself, and to that intellectual enjoyment which is the end of all discipline and all acquisition.

With this view, compare the pleasure of a rehearsal of the week's studies, where the teacher stands before a class in the attitude of questioner, overseer and judge, to that of one conducted somewhat in this manner. A child, for mere relief from study, looks out of the window, or walks through the school grounds. There is a tree, the very sight of which reminds of certain facts in vegetable physiology; another, of the laws of those chemical changes, a slight knowledge of which has opened such a world of wonder and beauty to the young enthusiast. A third recalls the geography of a far country, and, by association, the people, institutions, animals and climate of the region to which it is indigenous. A vine, from the slope of a mountain whose summit has been the theatre of many a terrific display of the fire-works prepared in the secret places of the earth, and at whose base lies the geological formations where time has kept its own record, since time began, leads the thought far in reflection upon all that has been acquired of a knowledge of the mighty forces at work upon the structure of the globe. A plant re-tells the story, once learned, of the shells, and the fishes, and the properties of the water of that sea upon whose shore its family at first flourished. The flowers that were analyzed with such slow toilsomeness of process review those hard lessons in botany, bringing back only a glow of delight to the face of the observer. Upon the same breeze that brings refreshment to the cheek is tossed the twig where the eye finds illustrations, more perfect than any plate could furnish, for lessons in entomology; and almost for mineralogy

—only that the carnelians crawl, the agates are on legs, and the emeralds have wings.

Truly, under these circumstances, leisure would become what Franklin called it, the time to do something useful; and the best of it would be that the mind, thus occupied, had no sense of weariness, labor, oversight. The delight with which little children announce that they have done this or that, "all by themselves," is lived over again whenever, through the silent teachings of nature, we come into the possession of new, or the revival of old knowledge. Indeed it is not unfrequently an improvement upon even that juvenile ecstacy; more as though, without helping ourselves at all, the new acquisition floated in to the soul, as air to the lungs, just because it did. Thus does the good Father compensate his meanest child, giving through nature exaltation akin to that born of the inspirations of genius. And where there is a consciousness of effort, self-reliance is stimulated, and independence of thought fostered by a discovery that our own powers are equal to what we would gain, without that which is always somewhat humiliating to a high-toned mind—the direct assistance of others.

But where there is no regard had to the uses referred to, where the improvement of the school grounds has been made with the single idea of removing barrenness, there are still special reasons that may be urged in this behalf. Intimately connected with that we have just considered, is the influence of the presence of pleasing objects in assisting the mind to concentrate upon whatever may be its work at any given time. The habit of gazing far away into space, with that kind of dreaminess of thought which is no thought at all for any definite purpose,

> "Begot of nothing but vain fantasy,
> Inconstant as the wind,"

is much more likely to be indulged in by children than by grown people. So lately ushered into this world of every day unfolding new phases of material forms, with new relations to each other, and to itself, it is not strange that children dwell with a long drawn out surprise and mistiness of thought upon whatever links itself to their own feelings as a type of the mysterious.

> "Heaven lies about us in our infancy."

Not to intercept this vision—this spirit heaven in which a true childhood always dwells, and which the eyes of children seem always seeking to realize in the pictured earth and sky, do we advocate the creation of a real paradise around the scene of their school days. It is because there appears to be a connection between the sight of something *near at hand,* and the thought of something *now, to do,* that we would enlist the beauty-loving eye in the service of the nobler mind.

When once started in the right direction, how naturally fall in the advantages. Here, by the mere locality of agreeable objects, is one step already taken in the development and control of the imagination; for it is with this, as with every faculty, a first business to prevent its dissipation, or unprofitable use.

The influence of natural objects in developing a lofty and vigorous imagination may be placed among the most positive intellectual results of embellishing the school-house grounds. That the cultivation of the imagination belongs to the work of the educator may be inferred, first, from the fact that it cannot be obliterated from out of the human mind; and that which is inherent in the mental constitution claims corresponding culture. Second, from the magnitude of its power over the mind, either for happiness or for misery. Wonderful and fearful as this may become at any period of life, it is in the season of youth that it is most dominant. With still more truth than Shakspeare wrote of the poet, the lunatic, and the lover, may it be said of children that they

"Are of imagination all compact."

Most benignly, too, has it been provided that, with them, it almost universally seeks for its exercise and gratification in the beautiful.

"Trailing clouds of beauty do we come
From God, who is our home."

The inward sense of beauty, and the power of discerning its likeness to things pure and good is to them an inexhaustible well-spring of happiness, and one cause of the exceeding fruitfulness of their imaginations. Before the business of life has thrust its cares upon the mind, or its sordid ambitions perverted the simple desires of the soul, it is the sacred duty of those who have charge of their education to see that this most ennobling faculty of the mind receive its full share of nurture and exercise, so that it may ever be a source of the highest joy and the means of a wider usefulness.

But this cannot be done without the presence of such objects as quicken and multiply intellectual perceptions, of beauty, design, fitness, &c., since it is the office of the imagination to gather up, select and combine, out of these, those that complete its own ideals of excellence. To attempt to do this would be as vain as to undertake to teach the art of speech without the aid of vocal utterance; or to instill the emotion of love with no object by which it could be awakened. Books cannot be depended upon, for though history, poetry, and fiction furnish subjects for contemplation, exalted as the imagination itself, they are mostly beyond the scope of the undeveloped mind. Works of art cannot be had, because too rare and expensive, neither would they answer just the purpose, in either character or capacity for children.

Yet models are just what is needed, and material, through which may be elaborated in the studio of the brain, the otherwise impossible. And where shall we go for such symbols of that we would see reproduced and vivified in the youthful imagination so soon as to the works of the Great Artist, who

> "Divinest use in beauty has conceived;
> Divinest beauty in all use achieved."

A study of the fine arts, so far as they go, has always been esteemed a first-class school for the imagination; one, too, to which the eyes of the many have turned in vain. But nature is a great school of art—nay, of the fine arts, wide as the world, always open and without price. Has the judgment of mankind always been wrong on this point, or is it in part for this, as well as for the fruitful vine and waving grain of man's grosser needs, that the seasons come and go with such a lavishment of foliage and tint? Now,

> "Trailing a beautiful mantle of snows,"

then wreathing every brown bough, and tufting the broad earth with the inimitable loveliness of velvet lawn and budding leaf; anon, crowning the summer with a foliage and flowering which the astonished heavens pause to behold; till under the crimson and gold of antumn banners, the student of nature, in the midst of such models of serenity, beauty, glory and magnificence, cries out, "Great Master, it is enough!"

With such lessons before us of what was God's idea in making the world what it is, and the mind so adapted to it, how can we claim wisdom, or remain guiltless, while pursuing a system of education which, in the language of another, "as we commonly pursue it amounts to rooting out his predilections and planting our own in their stead?"

As health is to the body, as truth is to the mind, so is love to the heart—that love which includes all moral emotions, as truth, every mental perception, and health, the normal condition of each atom of the body.

> "There is no virtue separate from love;
> There is no virtue but is born of love;
> All evil is its opposite, and dies
> When love hath won the being to itself."

Doubtless it is a greater calamity to be morally depraved, than intellectually blind, and either of these might well be avoided at the expense of mere physical perfection. It is only because, in the nature of things, the system of dependencies is such that physical health is so completely a condition of the best use of the intellectual and spiritual powers that we have put the last first, and the first last, in the consideration of the subject before us. Having traced the happy influence of natural objects,

through the body upon the mind, it remains to see what is the effect of this better building of the body, and brightening of the mind upon the moral character, to develop and ennoble which is the highest work of education. But moral character is inseperable from moral action; moral action impossible, unless as the result of moral emotion; and every emotion, moral or otherwise, the sequence of an intellectual perception, the quickness and clearness of which is largely dependent upon the bodily condition.

The first moral advantage, then, gained through the embellishment of school-house grounds would come by virtue of those improved conditions assisting perceptions of truth, goodness, beauty, followed by corresponding emotions. That which is seen clearly will be felt deeply.

A second, and one which lies at the very foundation of moral improvement, is that of promoting self-respect. Whatever has a tendency to detract from this degrades; and by what means it may be increased, the same elevates the moral being. As the individual approaches maturity, this depreciation or elevation may be the result of an indefinite multiplication of circumstances; as the state of the health; success or failure in business; the doctrines believed; the thoughts, feelings, aims, and to some extent, the externalities of the daily life." But to children, who are ignorant of the value of pursuits, the dignity of the soul, the uses of discipline, or the quality of either action or emotion, that sentiment known as self-respect comes almost wholly of their surroundings. What do they know of the compensations in reserve for a life of virtuous sacrifice and toil; or how it is that a high moral sense and style of thought can elevate above the materialities of circumstance? The sum, as well as the end of life, to them, seems to be

> "To live, just to exist; to breathe, and be
> A part of all the wondrous things they see."

Thus they feel worthy of what they have, just that, no more. So if what they look at, touch, taste, possess, bemean, or wanting in fitness for the uses of the three-fold person, it must thereby be debased. Is it conceivable that any elevation of this moral sentiment, as flowing from an idea of the uses of life, and the worth of being, could result from associating them with,

> "A bed of straw,
> A crust of bread—and rags;
> A shattered roof, a naked floor,
> A table, a broken chair,
> A wall so blank that shadows were thanked,
> For sometimes falling there?"

As beauty and goodness, or *value*—which is a child's idea of goodness—are always inseparable in its thought, it follows that the utensils with

which children are served to food and drink, the beds upon which they sleep, the clothes they wear, the furniture and books they use, and above all, the nature upon which they look out—and which more than anything else determines the character of the infancy of their thoughts—should, so far as possible, be beautiful that they may be esteemed valuable; and so go to the promotion of that feeling of self-worthiness that is essential to the elevation of the moral character. A whole volume of observations from life and experience which, in support of this view would be

"Confirmations strong
As proofs of Holy Writ,"

come up; but time forbids detail, or a further consideration of that upon which it would be well for us all to think.

A third moral advantage lies in the means it furnishes for innocent and delightful recreation. No one who has been a teacher, or at all observant of such demonstrations, can have failed to notice the difference in the effect which the announcement of noon-time, or recess, has upon different schools. From that one whose treeless, shrubless yard contains only the building, upon which has poured the red heats of the ascending day, and clouds of roadside dust, there will hurry an impatient crowd, every individual movement of which says plainly enough, "Anywhere but here!"

These, are the half baked, irritated little irresponsibles who go forth to vent the bad blood of our bad philosophy of education upon whatever comes in their way. And who wonders? It is a tendency, pretty nearly akin to a law of human nature, to desire to do to others—or to something—what is done unto us. They are tormented, so they torment each other—to say nothing of animals, birds and insects. They are deprived of the right to be comfortable, so do the best they can to make reprisal from the rights and comforts of those about them. It is but a lower expression of the instinct of self-preservation. Thousands of children are sent, daily, out of heated, and otherwise wretchedly uncomfortable schoolrooms, into play-grounds where there is nothing but a parched earth beneath a blistering sun. For the depraved dispositions they manifest, and the mischiefs into which they plunge, they are about as responsible as the mad dog which snaps at whatever crosses its path.

On the other hand, those who go out from the embowering shade of trees into grounds beautiful with trailing vines, and shrubs, and flowers, and tempting groves, pass as naturally into the indulgence of rational pastimes as the birds—food procured and nests prepared—to their carols amid the summer boughs.

"As the leaves of trees," says Irving, are said to absorb all noxious qualties of the air, and breathe forth a pure atmosphere, so it seems to me

as if they drew from us, all sordid and angry passions, and breathed forth peace and philanthropy." One whose song is full of that of which he sings, has written

> "Friendship with the flowers some noble thought begets;
> Come forth and gather these sweet elves;
> Come forth and gather them yourselves;
> Learn of these gentle flowers whose worth is more than gold;—
> Which not in solitude dwell,
> But with each other keep society,
> And with a simple piety,
> Are ready to be woven into garlands for the good."

And again,

> "Send the children up
> To the high hill's top,
> Or deep into the wood's recesses
> To woo Spring's caresses;
> Better men, hereafter,
> Shall we have for laughter
> Freely shouted to the woods, till all the echoes ring."

As a fourth moral advantage resulting from such embellishment, let us consider its influence upon the cultivation and refinement of taste, between which, and morals there is so obvious a relation. Without going into any labored analysis of what this term does, or does not mean, we will take a single definition, as given by Alison. "Taste is that faculty of the human mind by which we perceive and enjoy whatever is beautiful or sublime, in the works of nature, or of art." Here, though classed as a faculty of mind, it is plain that its cultivation has a bearing upon that of morals as the purely intellectual have not, since its exercise involves emotion. It is this which distinguishes it, in part, from imagination to which it is strongly allied; for whether an object is really seen, or only imagined, the exercise and emotion of taste are possible. The cultivation of this faculty bears about the same relation to the moral, that imagination does to the intellectual development. Together, they are a mighty force ever at work upon the delicate and costly fabric of the immortal being.

The kind of taste we are considering, for it is not in that general sense which includes its perversions, implies the ready perception and enjoyment which is awakened by objects of agreeable proportions, and pleasing appearance—in other words of the harmonies of the material world. That the cultivation of such a taste is also a cultivation of morals, is evident from the conditions upon which its exercise depends. One of them is, of course, that the individual be in a situation where there are objects calculated to awaken the emotion; but equally essential is it that the state of mind should be that which will allow the emotion to rise. In an

ill humor, or under the discomforts of disappointment, or the excitement of any evil passion, the mind cannot perceive things else recognized and felt. It is

> "The soul that sees; the outward eyes
> Present the object; but the mind descries,
> And thence delight, disgust, or cool indifference rise."

But we have seen that the sight of natural objects of beauty and variety are calculated to keep the mind in that state essential to clear perceptions, therefore to correct moral emotions, while they themselves are the types of the most absolute beauty and sublimity. "Perfect virtue," says Madam De Stael, "is the ideal beautiful of the moral world," and we have no higher models of perfect beauty than in the real beautiful of the material world. Between these there is a similitude, more valuable, perhaps, to the child who simply feels it, than to those who can, to some extent, analyze and explain.

A relish for the common beauties of nature is one of the safeguards of virtue implanted in the constitution of the soul. All we have to do is not to destroy it by separating it from the sources of this enjoyment, but by constant cultivation of a pure taste keep the child in such an attitude towards nature that,

> "The meanest flow'ret of the vale,
> The simplest note that swells the gale,
> The common earth, the air, the skies,
> Shall be an opening paradise."

As a final consideration of the moral advantages growing out of such aids, in the work of human development, is their influence in leading the thoughts, "through nature up to Nature's God." This both has, and has not been involved in the preceding arguments; as preparatory; not as realized.

> "He is a form of life whom God pervades;
> He is a form of mind whom God unfolds;
> He is a form of love whom God inspires."

But the form of life, mind, love, fail of their best intent, unless these likenesses are filled with the spirit of God.

Worship is the highest act of which the soul is capable—the only one in which the immortal throws off mortality, and joins itself to its true center of a holy and changeless ideal. Has the all-wise Father given this power only to those who through sins and repentance have attained the experience and strength of years, denying it to those of whom Jesus said, "Of such is the kingdom of heaven"? Let those who doubt it go back to the time when there came a lull in the din of the day, and man and beast rested from labor; when, deep in the meadow grass, the dreamy eyes of childhood passed up from the pebbles, and the mosses,

and the grasshoppers of the morning's wonder—beyond the river, and the wood, and the cloud—beyond the arched stillness of the summer noontide—beyond the blue embrazure where the azure of its own thoughts was lost in the infinitude of awe, to which the child-soul had ascended, it thought not how, and knew not where. Or to the time when, on the golden shafts of some spring morning, an April shower came sliding down, and left such strings of pearls tangled amid the emerald and rose of opening leaf and flower, and such a sense of loveliness and joy thrilling the veins of the young worshipper,—no longer now a child, with tasks, hopes, fears,—but itself a lily-bell, a jewelled spray, a sunbeam, butterfly, or bird.

If the thoughts of children are not very early turned in the direction of all that is lofty in emotion, and "of good report" in practice, it will be because the most obvious duty, and the easiest part of the work of education has been neglected.

Its constant invocation should be in harmony with that of the soul of nature, saying to them,

"Come forth on Sundays;
Come forth on Mondays;
Come forth any day;
Children, come forth to play;—
Worship the God of Nature in your childhood;
Worship Him in your sports;
Worship Him ever;
Worship Him in the wildwood;
Worship Him amidst the flowers;
In the greenwood bowers;
Pluck the violets blue;
Ah, pluck not a few;
Pluck the buttercups, and raise
Your voices in His praise!"

And now there is more to say than in the beginning; for these words are but suggestions of what could be urged in favor of the horticultural embellishment of school-house grounds.

When Charles Lamb was asked by a friend what sign, or advertisement, he should put up over the place where he was about to open a school for juveniles, the answer was "Murder of the Innocents." As with reluctant pen and heart the demand for brevity is yielded to the passing hour, these words come up with a significance that almost compels the expression of things yet unsaid, to plead in this behalf. For though, in the half century that has elapsed since "Murder of the Innocents" might well have been written over schools opened in the babel of London streets, the school-houses of our country have come to be its

crowning glory, I yet remember that even here there are thousands of them upon the marge of desolate swamps or barren hill-sides, to which these words, of fearful import were not inapplicable.

But I also recall those glowing lines where the enthusiast of a visioned future exclaims,

> "Schools for the culture of the beautiful
> Shall yet abound in cities; every stone
> Be curved and moulded by an ethic law;
> And every marble in its outline tell
> That now that Beauty works through man, which once
> Worked independent of him, and evolved
> The sculptures of the mountains and the stars."

And remembering that the true poet is also a prophet, I look with confidence to the time when, not in cities only, but in every town, and village, and hamlet all over our great and prosperous land, every school-house shall be environed by a Temple of Nature for the culture of the Beautiful—a Beauty which, in the development of every rosy limb of the body, each faculty of the mind, and all the emotions of the heart, shall be the work of education, each according to its own sacred laws.

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Fresh Air.—Give your children plenty of fresh air. Let them snuff it until it sends the rosy current of life dancing joyfully to their temples. Air is so cheap, and so good, and so necessary withal, that every child should have free access to it. Horace Mann beautifully says: "To put children on a short allowance of fresh air, is as foolish as it would have been of Noah, during the deluge, to have put his family on a short allowance of water. Since God has poured out an atmosphere of fifty miles deep, it is enough to make a miser weep to see our children stinted in breath."

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Humboldt said ten years ago, "Governments, religion, property, books, are nothing but the scaffolding to educate a man. Earth holds up to her Master no fruit but the finished man. Education is the only interest worthy the deep, controlling anxiety of the thoughtful man."

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Patience.—If in instructing your child you are vexed with it for want of adroitness, try, if you have never tried before, to write with your left hand, and remember that a child is all left hand.

# CO-EDUCATION OF THE SEXES.

REPORT TO THE N. Y. STATE TEACHERS' ASSOCIATION.

BY MISS MARY S. ANTHONY.

It is the professed object of every system of public instruction to promote the most general diffusion of knowledge among the people, and the best intellectual development, and highest moral culture of the youth of our country. In order to accomplish this purpose, schools of different grades are established and there arises the question of vital importance, "What is the best principle upon which to separate our many thousand scholars into classes, and classes into schools?" At present there seems to be no fixed standard. In our cities and larger towns we find schools devoted exclusively to boys; others to girls; some to colored children; and others still, in which the distinctions of sex and color are not regarded. In most country schools the children of the district are admitted indiscriminately to its privileges.

When the farmer prepares his wheat for market he puts it into sacks, according to its quality; when the miller sends out his flour it is judged by its quality; when the merchant selects muslin he examines its texture; when the mechanic is about to build a house he chooses his tools according to his work. So in every pursuit, the primary object to be accomplished is made the fixed standard, and all secondary circumstances are made to conform thereto. The work of the teacher is with *mind.* As the little seed, cast into the earth, receives therefrom the elements that promote its growth, and expands into the blade of grass, the flowering shrub or the noble tree, so the mind of the child entrusted to the keeping of the teacher, receives by his aid—a knowledge of reading and writing—the corner stones of future acquirements; of mathematics which reveals the wonderful relations of number, and strengthens the reasoning faculties; of the sciences which teach the power, wisdom and love of the Creator; and of the languages which open other fields of study. All this knowledge is acquired by the intellect. Yet minds differ in readiness and capacity to receive, and only those that are equal should be made to work together. But the laws of miud are not changed when this immortal part is placed in a body enveloped in a dark-hued skin, therefore should colored children share all the educational priveleges which our state affords. In so far as our system fails to secure to them those advantages, thus far does it come short of the moral hight which it might reach. As long as it puts them aside as unworthy to associate in

learning with white children, so long will this more favored class fail to comprehend the simple but important idea of the equality and brotherhood of man, and by the just law of compensation, what they gain in pride of complexion, they lose in magnanimity of soul.

We have to consider still another point, which is the separation of the sexes. The same methods of instruction, the same analyses, the same drills must be employed for the one as for the other, and God lends a helping hand to the teacher, by having established a subtle yet powerful, mutual influence, that quickens the intellect of each in the presence of the other. Therefore by separating them, our system fails to promote their best intellectual welfare. On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language: "The youth of both sexes of our Scottish peasantry have been educated together, and, as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we never have heard from practical men that any benefit has arisen from this arrangement. Some influential individuals there mourn over the prejudice on this point. In Dublin a larger number of girls turned out badly who had been educated alone until they attained the age of maturity than those who were otherwise brought up. The separation of the sexes has been found to be injurious. It is stated, on the best authority, that of those girls educated in schools or convents apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. The separation is intended to keep them strictly moral, but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat that it is impossible to raise the girls as high, intellectually, without boys, as with them, and it is impossible to raise boys morally as high without girls.—The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this, girls themselves are morally elevated by the presence of boys, and boys are intellectually elevated by the presence of girls. In the Normal Seminary at Glasgow the most beneficial effects have resulted from the more natural course. Boys and girls—from the age of two or three years to that of fourteen or fifteen—have been trained in the same class room, galleries and play grounds without impropriety, and they are never separated except at needle work."

Human nature is the same everywhere, and what is true for Scotland is true for New York. It is a question that demands serious consideration on the part of those who superintend the educational interests of our state. Social position, color, sex—all these are circumstances that do not affect the mind's claims to physical, intellectual and moral culture, and can not, with justice to scholars, be considered in their classification. We ask your thoughtful attention to the proposition that mental equality only should be made the basis of gradation in our public schools.—*N. Y. Teacher.*

## EXTRACTS FROM MY DIARY OF INSTITUTES.

*Delevan, Walworth County, Aug.* 21, 1860:—

We have here a goodly number of Teachers in attendance. Our roll list reached 94, which for this, the first Institute of the season, is well. It is rather early in the year, being a very busy time with farmers; and many of the summer teachers have not yet closed their schools. Two weeks later, our session would have numbered 150, which speaks well for Walworth.

There was here a little lack of completeness in the local arrangements, attributable mainly to the fact that the "School Master was abroad;" Mr. Cheney, the Teacher of the High School, being detained at the East, by the illness of his father. However, Mr. Chandler, the Clerk of the District Board, took hold of the matter, and soon set things "to rights."

The exercises of the day sessions of the Institute have in the main, been pleasant. The fact that we are so near the Deaf and Dumb Asylum will, in part, account for the muteness of so many of the numbers, when called for.

The literary exercises on Friday afternoon were decidedly good; as was also the music, under the direction of Mr. Briggs, in the evening, at the sociable. Two original songs, composed by members of the Institute, and set to music by Mr. B., were the peculiar charm of the occasion.

*Burlington, Racine Co., Aug.* 27:—

The attendance here is not large. There is a great contrast between this and the last Institute. There, we had too many Teachers for the places; and here, too many places for the Teachers. So great was the discrepancy here, that some tried to go to two places of entertainment at once. From endeavoring to do this, or some other cause, the writer was kept from the Institute one day, by severe illness. The local arrangements, through the untiring activity of Mr. Lockwood, are perfect, even to free omnibus tickets. The School Master is at home. The roll list has reached 44, and a good feeling prevails among people and teachers. The responses are good, and what seems most encouraging, all are *ready*.

They certainly have a good school here, and it is to be hoped that nothing will transpire to impair its usefulness.

The Sociable was a pleasant affair, and friend Sawyer, who brought two bags of fine apples, deserved and received the thanks of all. Long live he good people of Burlington.

*Watertown, Aug.* 26:—

We were unable te be at this Institute, expect in spirit, as it involved being in two places at the same time—the effects of which we have just alluded to, as experienced at Burlington.

We learn however, that though the attendance was much smaller than was expected, those present (about 35) had a good time. The principal teacher of the city, Mr. Reed, looked well after the local arrangements, and considerable interest was manifested by the citizens, who extended bountiful hospitality. Various churches were granted for evening sessions. We are glad to hear that many of the teachers took an active part, especially in the discussions.

*Manitowoc, Sept.* 3:—

Every thing is in order here. Local arrangements good, and attendance fair, for so new a county. The roll reached 55, of whom about 45, are or will be Teachers. A little feeling of restraint existed through the first day or two, which has worn off, and things pass off finely. Friend Bacon has supplied us with reading books and slates, giving an opportunity for more practical exercises than usual. A strong desire is manifested here for an Institute of month's duration. The Teachers feel the need of better qualifications, but do not have access to normal classes, or other special means of improvement. We are sorry that Sheboygan and Kewaunee are not represented.

One of the most pleasant features of the session, has been the beautiful boquets with which the ladies of Manitowoc have kept our table supplied.

*La Crosse, Sept.* 11:—

A storm on lake Michigan prevented our making the connections so as to get here on Monday evening. Mr. Mason provided for a sort of "consultation meeting," but had no regular lecture.

There seems to be a lack of active interest here on the part of the citizens, as well as the teachers assembled. Bountiful provision has been made for the entertainment of those who have come from abroad, and a few of the citizens come out to the lectures and day exercises. Politics seem to have swallowed up every thing else here. Upon the part of the teachers, there is a lack of promptness and punctuality. It would be difficult to tell why this is so. There are good Teachers here, but perhaps their lack of interest arises from local circumstances. We hold but a half a day's session to-day, (Friday,) as Mr. Seward speaks in the afternoon and evening. Our list has reached 75, but not all have been in regular attendance.

## THE UNIVERSITY.

THE FIRST TERM of our State University for the Academic year 1860–61, began on the 8th of August. Owing in part to the long continuance of the harvesting, the term opened with only forty-five students. About eighty are now in attendance, and the number is steadily increasing. This attendance, being largely made up of new students, many of whom are in the higher classes, is by no means discouraging. The new building, "University Hall," is occupied for the first time, for purposes of recitation and chapel exercises. The buildings therefore, and indeed, all the appointments of the University, are amply sufficient for a much greater number of students. Whatever may have been the case heretofore, the chief need of the University now lies in the direction of a greater supply of raw material—students. We can assure all those interested in the cause of education in Wisconsin, that the University is well worthy their confidence and their patronage.

To avoid further financial embarassment, the Board of Regents instituted several important changes at their adjourned meeting in July, which although severe, have we think been cheerfully acquiesced in. The salaries of the Professors were each reduced from $1500 to $1000 per annum, to be increased by an equal distribution of the fees received for tuition. The department of Practical Science, under Dr. D. D. B. Reid, and of Engineering, under Mr. Coryell, were suspended. We hope that this suspension will not be permanent.

The Preparatory Department, which was removed from the Madison High School back to the University, is now in charge of Mr. Coryell, as Tutor. The subjects of instruction in this useful appendage to the University, comprise, preparatory Latin, Greek, Algebra and Geometry. Attention is also paid to English composition and declamation.

A class in practical surveying has been formed and placed in charge of Mr. Coryell. Instruction is also rendered in drafting.

We subjoin a portion of the circular of the Institution issued in July.

FACULTY.—HENRY BARNARD, LL.D., Chancellor.
Daniel Read, LL.D., Professor of Mental, Ethical, and Political Science, Rhetoric and English Literature.
John W. Sterling, A.M., Professor of Mathematics and Natural Philosophy.
Ezra S. Carr, M.D., Professor of Chemistry and Natural History.
James D. Butler, A.M., Professor of Ancient Languages and Literature.
John P. Fuchs, M.D., Professor of Modern Languages and Literature.
Thomas D. Coryell, M.A., Tutor.
David H. Tullis, Instructor in Commercial Calculations and Book-keeping.
Commencement—Last Wednesday of June.
TERMS BEGIN.—1.—Six weeks from Commencement—continuing 19 weeks.
2.—Seven weeks from the Wednesday next before Christmas—continuing 20 weeks.
VACATIONS.—1. Seven weeks—commencing the Thursday before Christmas.
2.—Six weeks—commencing the last Thursday of June.

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| EXPENSES.—Tuition for each Term of a half year, | $6 00 |
| Room Rent for each Term, | 5 00 |
| Fuel for each Term, | 5 00 |
| Library, Repairs, etc., for each Term, | 2 00 |
| Board, per week, in private families, | 2 00 |
| Board in clubs, | from $1,00 to 1 50 |
| Washing, per dozen, | from 40 to 65 cts, |

Payment is required strictly in advance. Furniture at the expense of the students. Aside from furniture and books, the expenses of no economical student need much exceed $80 a year..—COM.

## OUR SCHOOL CODE.

But a short time will elapse before the Legislature will be in session, and now when the different districts are about selecting their Representatives and Senators, it will not be out of place to consider the relation which the Legislature bears to our educational interests.

It is true that our schools must in the main, depend for their support upon the voluntary efforts of an intelligent people, and favored localities will have good schools, whether the general system is a good one or not; but it is also true that through proper legislation much may be done to give character and efficiency to the system, and mould and shape it to the circumstances of our condition and the wants of the people.

The present system in its main features has been in force for several years, and under it much good has been accomplished; the number of schools has steadily increased, and the standard of instruction has been considerably elevated; but it must be acknowledged that outside of the cities and larger villages the results accomplished are not such as the large expenditure of money and time would justify us in expecting. In far too many instances the methods of teaching employed are such as were prevalent twenty years since, neither parents, officers nor teachers having learned the "better way." Teachers' Conventions, Associations and Institutes have done much to equalize and spread abroad the knowledge gained by those in the more favored localities, and of late have awakened an interest in the general subject of education, and called attention to the matter of an improvement of the Public School system, but much yet remains to be done, and the aid of legislation is necessary to finish what has already been begun.

We will indicate some of the particulars in which the present system is essentially defective.

In the first place it lacks in the matter of supervision.

Nearly every State Superintendent for several years past, has recommended the abolishment of the Township Superintendent system: the State Teachers' Association, and nearly every county association has passed resolutions expressive of want of confidence in it, and it is the unanimous opinion of a majority of intelligent Town Superintendents themselves, that the system is a a failure. Still we cling to it and take no steps to provide something better.

In the second place the want of permanence in the arrangements and plans of those who by law have the immediate control and management of the schools, caused by the fact that everything pertaining to the raising of the funds and the hiring of teachers is annually determined by the whole people of the districts in a sort of mass meeting, is a serious evil.

In the third place the want of power on the part of those living in country districts, to establish and support schools of different grades interferes seriously with the progress of education and the welfare of our schools.

In the fourth place, the formation and alteration of school districts, the division

of property consequent thereon, the raising of taxes and the distribution of funds are subjects surrounded with difficulties, often causing neighborhood disagreements and quarrels which destroy the usefulness of the schools and sometimes break them up altogether.

Many other defects in the present system might be pointed out, but the above will suffice to call attention to the subject, and we trust that in selecting members of the next legislature the people will not forget, in the excitement of the political campaign, that their educational interests are of greater importance, than the election of a United States Senator, or even a President.

It is not our purpose in this article to indicate all the changes in the school law which we think are necessary to its completeness and efficiency, the object being merely to call the attention of the people to the subject, that they may through their representatives soon to be elected, express their wishes in the matter and secure the needed legislation.

Intimately connected with the school law proper, and the matter of public instruction is the new Township Library system. In 1858, a law was passed providing for the withdrawal of one-tenth of the income of the school fund, and the raising of a tax of one-tenth of a mill upon the dollar valuation, to purchase and distribute books throughout the State. It was expected by the friends of the bill that the further legislation necessary to perfect the system and put it in operation, would have been done at the last session; but nothing was done, no plan was adopted for the purchase and distribution of the books, and the money provided (over $30,000) remains in the Treasury, producing nothing, while in three-fourths of the towns of the State the people are hungering for the intellectual food denied them by their servants, and their children are growing up, deprived of the benefits which the possession of good books always confers.

The present District Library system is a failure so far as nine-tenths of the State is concerned, and one question to be decided by the people through the next legislature is, shall our children be supplied with the best of all companions, good books. Is it too much to hope that mere political considerations will not entirely govern and sway those to whom are intrusted the sacred duty of making our laws? That among other things some attention will be paid to that interest in which more than in all others is involved the character, and perpetuity of our institutions? A.

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THERE are 154 Colleges in the United States, which turn out about 2000 graduates annually, or an average of 13 to each. It would be interesting to know how many afterwards make their mark in the world.

# MATHEMATICAL DEPARTMENT.

CONDUCTED BY T. D. CORYELL, A. M., OF THE UNIVERSITY OF WISCONSIN.

The new editor takes charge of the Mathematical department of the JOURNAL, not without misgivings as to his ability to keep up the interest which has been connected with it under the supervision of his experienced predecessors. For this reason, if for no other, he respectfully asks the continued assistance of all those who have heretofore contributed to the pages of the Mathematical department, and the cordial aid of all others who are interested in the cultivation of a Science, to the applications of which, mankind owe much of their knowledge of the material world, and modern civilization much of its progress.

While simply speculative problems will as heretofore, be gladly received, preference will be more especially given to those questions connected with the practical affairs of life.

It is desirable that all problems should be accompanied with a solution.

T. D. C.

*Solution of Problem No.* 3.—Given the difference between the greatest cone and greatest cylinder that can be inscribed in the same sphere to find the dimensions of the three solids. Let $R$ be the radius of the sphere, $R+x$ the altitude of the cone, and $y$ the radius of its base. Put $p=3,1416$. Then will $\frac{1}{3}py^2(R+x)=$ solidity of cone$=S$. Now $y^2=R^2-x^2$ $\therefore (R^2-y^2)(R+x)=max.$ Differentiating we get $(R^2-2Rx-3x^2)\,dx=o$ $\therefore x=\frac{1}{3}R$ and $y=\frac{1}{3}R\sqrt{8}$. $\therefore \frac{32}{81}pR^3=S$. Let $Z$ be half the altitude of the cylinder and $V$ the radius of the base. Then $2pZv^2=$ solidity $=S^1$ But $v^2=R^2-Z^2$ $\therefore Z(R^2-Z^2)=$ max. and $(R^2-3Z^2)\,dz=o$ $\therefore Z=R\sqrt{\frac{1}{3}}$ and $V=R\sqrt{\frac{2}{3}}$. Hence $\frac{4}{3}pR^3\sqrt{\frac{1}{3}}=S^1$ Put $\frac{4}{3}pR^3\sqrt{\frac{1}{3}}-\frac{32}{81}pR^3=D$.

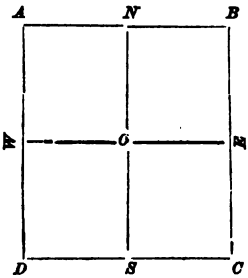
Then $R=\sqrt[3]{\dfrac{243D\sqrt{3}}{324p-96p\sqrt{3}}}=R^1$

$\therefore R+x=\frac{4}{3}R^1$, $y=\frac{1}{3}R^1\sqrt{8}$, $Z=R^1\sqrt{\frac{1}{3}}$, $v=R^1\sqrt{\frac{2}{3}}$.

LEROY CAMPBELL.

*Second Solution of Problem No.* 39.—The problem (see page 325, Vol. IV,) is to divide the "section" of the U. S. surveys into four equal parts by lines starting at the quarter-section corners. In this solution the first step necessary is to determine the area of the several triangles

into which the section may be divided. For this purpose measure the bearings and lengths of the exterior lines of the section, and of straight lines joining the opposite quarter-section corners.




Let the section be represented by the annexed diagram, in which $A$, $B$, $C$, $D$, are the section corners, $N$, $E$, $S$, $W$, are the quarter section corners, and $O$ the point at which the straight lines joining the opposite quarter stakes cross each other. Then from the bearings of $NB$, $BE$, find the angle at $B$; from the bearings of $NS$, $WE$, the angle of intersection at $O$; and in a similar manner, the angles $C$, $D$, and $A$.* Conceive the figure to be divided into four interior and four exterior triangles by joing $NE$, $ES$, $SW$, $WN$. Then since the area of a triange is equal to half the product of two of its sides into the sine of the angle included between them, we have area $NBE = \frac{1}{2} NB \times BE \times$ sine $B$; area $NOE = \frac{1}{2} NO \times OE \times$ sine $O$; and so on for the other triangles.

Having obtained the areas of the several triangles, the section may be divided into four equal parts by lines starting at the quarter stakes, by first dividing it into two equal parts and then each of these parts into two equal parts, by lines thus starting. Let $x$ represent the sum of the triangles on one side of $WE$, and $y$ the sum of those on the other side, and let $x$ be not less than $y$. Then the section is divided into two equal parts by joining to $y$, $\frac{1}{2}(x-y)$. This is done by parting off from $x$ a triangle whose base is $WE$, whose vertex, which we will suppose denoted by $O$, is somewhere in the line $NS$, and whose altitude is $(x-y) \div WE$.

We might have divided the section into east and west, instead of north and south, halves.

But suppose it to be divided into north and south halves, and let the two parts into which the north half is divided by the line $NO$, be represented by $p$ and $q$. Eind the areas of $p$ and $q$ by computing from data already abtained, the areas of the triangles $WNO'$ and $ENO'$ and adding each to the exterior triangle which it is adjacent. Let $p$ be not less than $q$. Then $p$ is made equal to $q$ by joining to $q$, $\frac{1}{2}(p-q.)$ This is done by parting off from $P$ a triangle whose base is $NO'$, whose vertex, which we will suppose indicated by $V$, is somewhere in the line $WO'E$, whose altitude is $(p-q) \div NO'$. The two parts into which the south

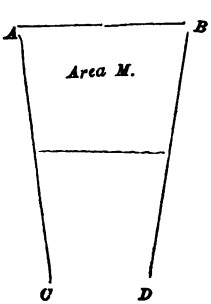
* 90° less the difference between the declinations of the needle from the lines $NB$, $BE$, is either the angle at $B$ or its supplement, which for the purposes of this solution will be the same; and so on for the other angles. This rule applies when the "variations" of the lines—to use a common though incorrect term—are given.

half is divided by the line $S\,O'$ are made equal to each other in a similar manner. Suppose the vertex of the triangle which is parted off in making these two parts equal to be indicated by $V$. Then will the section be divided into four equal parts by the lines $W\,O'\,E$, $N\,V$ and $S\,V'$, and the problem is solved.

*Remark 1st.*—In the solution given on page 27 of the present volume, it is assumed that the lines which start from the quarter stakes and divide the section into four equal parts, meet at a common point. This assumption is incorrect, as may be readily seen by conceiving the triangles $N\,B\,E$, $S\,D\,W$, to be large, and $N\,A\,W$, $S\,C\,E$ to be small. However, as a practical matter, it is no doubt best that a common center should be established for the section.

*Remark 2nd.*—Since it is impossible to change the corners established in the Government Surveys, the areas of what we have called the exterior triangles, are in any given case, unalterably fixed. In theory these areas are not unequal to each other. It seems proper therefore, that in dividing the section into quarters, the four interior triangles should be made equal to each other. Let $O$ in our diagram be the common center, and bear in mind the rule given above for finding the area of a triangle. Then since the angles at $O$ are right angles, or nearly such, their sines will vary but little from each other. Hence the areas of the interior triangles will approach most nearly to equality when the factors $N\,O$, $O\,E$, $O\,S$ and $O\,W$, approach most nearly to equality, or when $O\,S = O\,N$ and $O\,E = O\,W$.

We therefore venture upon the somewhat bold criticism that the law passed by our legislature last winter requiring in the subdivision of the section, that $W\,O$ shall be made equal to $O\,E$, without regard to the lengths of $O\,N$ and $O\,S$, farther than that $W\,O\,E$ shall be straight, is not so just as the one which it repealed, and which required the center of the section to be established at a point equidistant from the opposite quarter stakes. T. D. C.




*Problem No.* 5.—Given the length of $A\,B$, also the bearings $A\,C$ and $B\,D$, to cut off the area $M$, by line parallel to $A\,B$. The perpendicular distance between said lines is required.

NOTE. The above often occurs in practical surveying, and as the manner in which it is usually done, is laborious, an easy, practical formula for laying off a given area on either side of $A\,B$ is desirable. A solution by using natural sines (if any) is preferrable. BEAR CREEK.

# EDITORIAL MISCELLANY.

## AN EDUCATIONAL TOUR.

Having been on a tour of observation among the Institutes, and otherwise, we give a few notes by the way, commencing Aug. 27.

We arrived at the Delavan Institute, in season to attend only the last half day and evening. We have seldom seen a better appearing body of teachers, and so far as we had opportunity of judging, they were active and intelligent.

The dancing after the Institute had closed was injudicious. Such a finale, if common, would lessen public confidence in the utility of such gatherings. It is due however to the teachers to say, that it was not proposed by them, and that few of them participated.

The school-house at Delavan, is uncommonly well provided with apparatus, in the way of maps and charts; but the seats in the principal room face the windows, and do not face the black-board—an injudicious arrangement.

Looking in at the Deaf and Dumb Asylum, we found the pupils mostly absent, it being vacation. The buildings are substantial and commodious, and facilities for instruction, so far as we could see, well provided for. But as is often the case in public institutions, the conveniences for officers appeared to be on a scale quite too far in advance of those provided for pupils. We should not suppose a common dormitory, for either sex, the best plan. We should say the means of ventilation are imperfect, as is usually the case, in public buildings.

The reasons for the policy which has scattered the Public Institutions of the State in various, and (as in this instance) in one-sided and obscure localities, are not very apparent. Could they all be grouped around the Capital, many obvious advantages would result, especially on the score of public interest and legislative scrutiny.

Turning aside from the rail road, we visited Geneva, by request of Mr. Carmichael, the Principal of the Public Schools, and lectured on Monday evening, (Aug. 27), on the Improvements needed in our Public School System. Geneva needs better accommodations in the way of school-houses, but a little taste and effort had made the best of things as they are. A prominent citizen expressed his readiness to co-operate in providing a good school-house, but not in patching up or piecing out the old one. We hope next year to see the former plan carried out, not only there, but in many a similar case.

At Burlington, we spent two pleasant days in the Institute, giving there also a public lecture. A capacious and convenient school-house is nearly finished, the lower rooms being already occupied. Notwithstanding a little local difficulty, Mr. Lockwood is, we learn, well sustained by public sentiment, and is doing a good work. The Institute though small, was a working one.

Starting for Watertown on Wednesday, we had a pleasant chat in the cars with

Mr. Buckley, a member of the School Board of Freeport, Ill. He was in pursuit of a Teacher for their School, and paid Wisconsin a practical compliment, by having come within her bounds to accomplish his object.

At Watertown, we were sorry to see our friend Pickett of Horicon, who had been laboring in the Institute there a couple of days, with carpet-bag in hand, ready to enter the cars as we left them. But we found our friend J. C. Pickard at work, and (to use the expressive language of Young America which we heard applied on the occasion.) aided him in "running" the Institute for the remainder of the session. A prominent citizen inquired if we "run the Journal of Education" at the present time. All things are *run* now-a-days, and it is well if they are not run ashore. Here we had opportunity again to call public attention to the wants of our School System.

Especial obligations are due to Messrs. D. L. Reed, Purdy, Atwood, M. M. Reed, Brewer, and others for their activity. We would gladly find space if we could, for the full acccount of the proceedings sent to us by the Secretary, Mr. Brewer, but have room only for this brief notice. We append the resolutions however, passed on Thursday evening, as showing the spirit of the Jefferson county teachers—more of whom will be out, we hope, at the next Institute:—

*Resolved*, That the interests of our Schools would be promoted, by the adoption of the Township District, under one Board, as distinguished from the single district.

*Resolved*, That in order to the effectual and uniform supervision of the public schools, and examination of teachers, officers intermediate between the State and the Town Superintendents are necessary.

*Resolved*, That measures should be taken for the establishment of Normal Schools, as a part of our system of Public Instruction.

*Resolved*, That the Teacher, with the advice of the school board, is the proper director of the course of study in school.

Arrived at Manitowoc, Tuesday morning;—somewhat stirred up, by the tossing of the craft known along shore as the "Little Huron." Found an intelligent body of teachers, and had a fair audience at our lecture. We were surprised in fact, to see so many good teachers, in so new and wild a county. But the truth is, and it may as well be told, that at all these Institutes the better class of teachers are drawn out, rather than those with inferior qualifications—who most need the benefits of the Institute. This difficulty cannot be remedied, until by the adoption of the County Superintendency, or some other different plan of examining teachers, the poorer teachers are compelled to improve, or leave the business.

We were told lately, by an intelligent teacher, of a Town Superintendent who could not write a certificate, to say nothing of examining the teachers in his town. That we have many good and efficient Town Superintendents, is true; but it is also true that we have a great many that are just the reverse. We find that the most intelligent Superintendents are most in favor of a change; for the reason, that their own efforts to elevate the standard of teacher's qualifications are ren-

dered comparatively nugatory, by the ignorance or selfishness of other Superintendents, who give any and every body a certificate.

At Sheboygan, on our return, we found friend Gray ailing with a slight attack of scarlet fever, so that arrangements for a lecture there, had not been consummated. It was with a grateful heart that we arrived safe home, just as the news of the disaster that has left three hundred orphans in a single ward in Milwaukee, was flying over the State.

We should mention, in conclusion, that besides the customary lectures of Mr. Allen, as conductor of the Institutes, and such local addresses as could be procured, Mr. CRAIG, Asst. State Supt., spoke at Watertown, Burlington and Prescott, on the needs of our School System. For further particulars of the Institutes, up to the close of the one held at La Crosse, we refer the reader to Mr. ALLEN'S extracts from his Diary, on a former page.

FOLLY versus EDUCATION.—It is said that $40,000 were expended the other day in Quebec, at a ball in honor of the Prince of Wales. The money was willingly spent, no doubt, but what good has come of it? $40,000 is about the amount that the great State of Wisconsin ought to expend annually, to pay for the services of about forty well qualified educational officers, to be designated County Superintendents or otherwise, to take charge of the educational interests of their repective jurisdictions; and whose services, (competent men being appointed,) would be invaluable. But what grumbling should we hear about the expense, if the Legislature should be far-seeing and bold enough. next winter, to create this much needed office! It is well understood that this will be the great obstacle in the way. Alas! for our penny-wise and pound-foolish economy.

INSTITUTES FOR OCTOBER.—The Institutes for October are as follows: For *Fond du Lac County*, at Ripon, Oct. 1; *Outagamie*, at Appleton, Oct. 8; *Sauk*, at Baraboo, Oct. 8; *Waupacca*, at New London, Oct. 15; *Washington*. at West Bend, Oct. 22; *Dodge*, Fox Lake, Oct. 29.

Says Mr. Eberhart, as Chairman of the Ex. Com. of the Cook county (Ills.,) Teachers' Institute, "a teacher who will not make every suitable effort to attend the County Institute, is not alive to his position, or fit to be classed among good teachers."

The SEMI-ANNUAL Session of the Cook Co. (Ill.) Teachers' Institute, will be held the first week in October, at Junction Grove, six miles south of Chicago.—Able Lecturers and Teachers have been procured.

THE MATHEMATICAL DEPARTMENT.—Our readers will observe that this Department has again changed editors. Mr. Allen's duties call him so much away from home that he cannot well attend to it. Mr. Coryell we are quite sure will make the Department interesting and useful.

The problems, commencing with September, are numbered in a new series. Mr. Coryell furnishes a new solution of problem 39 of the old series, which is deserving of attention.

Communications for this Department may be sent directly to the Editor, Mr. T. D. Coryell, Madison.

## MAKE YOUR SCHOOL HOUSES ATTRACTIVE.

We are led to advert to this subject just now, by way of calling attention to the essay by Mrs. HOYT, which occupies considerable space in the present number. Among the instrumentalities of education, "none may be made more potent," says Mrs. Hoyt, "than the *place* itself, where the process of education, as that term is usually understood, is carried on—the school-house and its surroundings."

Starting with this proposition, the writer has very fully shown what may be made to result from making the surroundings of the school house attractive, and no person of the least taste or sensibility can rise from the perusal of the essay without feeling that our school houses are in this respect most sadly deficient.—We are so familiar with the treeless, shrubless, fenceless, arid and in every way uninviting aspect of the school-house yard, that we are surprised, only we see something different. But this need not be so. A few persons—the teacher alone, with the aid of pupils—may improve things materially, even under the most unpropitious circumstances. In our next issue, we hope to present some practical suggestions upon this subject, from competent persons and in the mean time we invite the friends of schools and of children to aid us in the design. Now is the season when much may be done in the way of preparation for the improvement proposed. The first requisite is amplitude of space; the second a suitable locality and soil. How many districts will at once set about enlarging, ploughing, manuring, fencing, planting their school-house premises—one or more—as the case may require? The situation of many school-houses is such as to forbid any permanent improvements. The cure must be delayed till a new house is built, on a new site. Many school-houses will be built the ensuing year.

The Essay on this subject alluded to above, has been printed in a separate form, with some additional practical matter, to carry out more fully the object sought in asking its preparation, which was of course to excite interest in the improvement of the premises of our School-houses. By means of the State and County Agricultural Fairs, and otherwise, it is hoped that an active interest may be taken in this matter. Mrs. Hoyt consents that all the profit of this separate edition may be applied to making up a prize or prizes, for the districts which make the most improvement, the ensuing year, in the manner proposed. The details of the plan cannot now be given, because not yet matured, but it is proposed to have both the State and County Agricultural Societies take the matter in hand, if they will. In the mean time, we earnestly ask all who approve the object, to order copies of the Essay, circulate them, and enter into the work of improvement. Please order soon, that we may know how many to print. The more sold, the more and better prizes. The Pamphlet will be furnished at five cents a copy. A thousand copies which we have already printed, will, if sold, afford several prizes.

In this connection we call attention to the Advertisement of the Genesee Valley Nurseries, on the third page of the cover. This establishment is perhaps the largest in the country. Send for their catalogues.

OUR SCHOOL CODE.—We would call particular attention to a communication on this subject, on a former page, as setting forth very clearly some of the needs of our School system, in order to its proper efficiency. We do not think it wise, however, to abolish the office of Town Superintendent entirely. If we can have the township district, under one board, and a County Superintendency, the Town Superintendent, as Secretary *ex officio* of the Town Board, would be a very useful officer, and could render important aid to the County Superintendent, in the discharge of his duties. The Town Superintendent would not be expected, in this case, however, to examine teachers.

IT will be remembered that Chancellor BARNARD, Supt. PICKARD and Ex-Supt. DRAPER are a Committee of the Legislature to report on the Revision of the School Laws. It is hoped and expected that something may be done at the approaching session of the Legislature, in the way of improving our School system.

The State Teachers' Association have also continued their Committee, appointed two years ago, to procure Legislative action. Mr. PICKETT, of Horicon, is chairman, and has given much attention to the subject. Mr. McMYNN is also on the committee. These gentlemen are very competent to speak in behalf of the Teachers of the State, if the Legislative Committee find it expedient to consult them.

OUR STATE SUPERINTENDENT, Mr. Pickard, has just returned from an extensive tour at the East, and will be prepared to give some of the results of his observations, in the next number of the Journal, and to make some official recommendations, in regard to our school affairs.

CHANCELLOR BARNARD.—It has long been hoped that the Chancellor's health would admit of his resumption of his duties. Up to this date he has not returned, but is still anxiously looked for.

TELEGRAPHING BY THE LADIES.—Most of our telegraphing is now done by sound, in important offices; that is, the operator listens to the "click" of the machine, and knows what it says, without taking a record on paper, by dots and marks or letters, as formerly. The message is of course written down however to be sent to its destination.

In England, girls are largely employed in telegraph offices, which opens to them a new and suitable sphere of industry. It is found that they are quite as expert as the other sex, and keep secrets quite as well. Type-setting is another branch of industry for which females are well adapted; but against this opposition exists at present among printers. An office has been opened lately in London, under the patronage of the Queen, which employs female compositors (type setters). The tendency of the age is to enlarge the sphere of female labor, and every young lady, even though at present her parents may be able to support her in idleness, should learn some useful employment. Without this, her education is miserably incomplete. How soon reverses may come no one can tell. How helpless is a young woman, in such circumstances, with no knowledge of any industrial art. Our ideas of education need revolutionizing in this respect.

THE UNIVERSITY.—A full announcement of the University for the ensuing year is contained in the present No. We trust that the return of "good times" will favorably affect our chief institution of Public Instruction, as well as all our public and social interests. Let us not, in the heat of politics, or the absorption of business, forget that a sound and symmetrical education is the only really valuable inheritance for our children.

THE Normal School at Winona, (Minn.) under Prof. John Ogden, opened the first week in September. Teachers or young persons in western Wisconsin designing to teach, will find it convenient of access, and such a school as will be useful to them.

A NORMAL SCHOOL has been opened by Prof. BALDWIN, at Kokomo, Ind.—It already numbers 275 pupils. When will Wisconsin have such a school?

THE Eleventh Anniversary of the Conn. Normal School at New Britain, was celebrated in the latter part of July. Judging from the account of the exercises, in the Conn. Common School Journal, the occasion was one of great interest. The State Supt, Hon. David N. Camp, is the Principal of the School.

OUR NEW PROSPECTUS.—By one of those discrepancies that "sometimes occur in the best regulated" Journals, a new prospectus for the Journal, which was alluded to last month, as if printed on the inside of the cover, was not placed there. It will be found there however this month, and we ask our readers first to read it, and then if it seems good to them, to act.

Will not some active Teacher in each county, set about getting up the proposed County or Prize Club? Not half the teachers will subscribe perhaps, even at our reduced rates; but some active friends and well-wishers of education can be found, with a little effort, to make up the deficiency. Towards a hundred journals devoted to politics, &c., are supported in the State; shall it remain, as an evidence of our sagacity and patriotism, and of our high regard for education, that the only publication in the State devoted to this interest, has no support, comparatively, except that furnished incidentally, by its issue as a public document? Teachers and friends of schools and of the young, it is for you to answer.

# BOOK TABLE.

THE YOUNG SINGER: Parts I and II. A collection of Juvenile Music, compiled, (at the request of the Board of Trustees) for the Cincinnati Public Schools, by Messrs. Mason, Baldwin, Lake and Aiken, Teachers of Music in those Schools. Cincinnati: W. B. Smith & Co.

Part I is admirably adapted for primary schools, and as a first book in our common mixed country schools. The first lessons are suitably progressive, the music is simple and pleasing, the page open and clear to the eye, and the songs, after the introductory exercises, of a good tendency. The value of the book is enhanced by an appendix containing several songs in the German language.

Part II. is adapted to older pupils and has the same general characteristics as Part I. The two seem to answer all the needs of ordinary schools. The introduction of music into our schools should be encouraged, and this little work will be found very useful for the purpose. (See advertisement.)

THE NEW PUBLIC SCHOOL SINGING BOOK. By Prof. John Bowen, Teacher of Music in the Public Schools Philadelphia: Leary, Getz & Co., No. 227, North Second Street, Philadelphia.

This is a new selection of about two hundred of the best and most popular Songs, &c., adapted to the school room, and must be a very convenient and useful little book in those schools which are so fortunate as to have learned to sing, and to have a teacher who makes singing a daily exercise.

THE CHAINBEARER, or the Littlepage Manuscripts, by J. Fennimore Cooper. Illustrated from drawings by F. O. Darley. New York: W. A. Townsend & Co. 1860.

This the eighteenth volume of the splendid edition of the works of the great American Novelist, and it is in every respect equal to its predecessors. We are glad to learn that this edition is meeting with a large sale, and that the enterprising firm publishing it are likely to receive a suitable return for their expenditures.

The scene of the book is laid upon the Hudson river, and in Washington county, New York, and the time is just after the revolution. Of course there is a hero and a heroine in the tale, and love and marriage receive their due share of attention, but the principal object of the writer is to portray scenes in the early history and settlement of those large estates which in after years became celebrated as the cause or occasion of the anti-rent difficulties. The author takes sides with the landlords, but is liberal and catholic in the assertion of principles, and we commend the book to all who love or need to study the doctrines and ideas which lie at the foundation of our civil government. C.

A SCHOOL RECORD; by J. L. Tracy; published by A. S. Barnes & Burr, New York. Is the neatest and most convenient thing of the kind we have seen. It is a large octavo in form, and by economy of space is much cheaper as well as more convenient, than ordinary Registers. It contains a variety of other matter useful to the teacners and schools, as 490 subjects for compositions; subjects for dialogues, colloquies, debates and teachers' meetings, and lectures in the school room, &c., &c. It may be procured of the publishers, or at the compiler's School Agency, St. Louis.

Chapman's New Sectional Map of Wisconsin is out. Mr. Chapman has had much experience in this business, and his new Map is gotten up, we believe with great pains and accuracy. Being moreover a Wisconsin production throughout, it is still more deserving of patronage.

## PERIODICALS.

THE NORMAL. Published semi-monthly at Kokomo, (Ind.,) by J. Baldwin.

This sheet comes to us as the exponent of the Normal School lately established at Kokoma, and gives promise of usefulness. The Hoosier's are evidently waking up. Success to the school and the sheet.

THE MILWAUKEE BOOKSELLER, for September, has been issued by Messrs. Strickland & Co., and contains full announcements of new publications, and considerable amusing literary gossip. Only 25 cents a year.

### THE MAGAZINES FOR OCTOBER.

HARPER'S for the people, The ATLANTIC for the literati, and ARTHUR'S for the home circle, are all fresh and varied as usual this month.

THE MATHEMATICAL MONTHLY, has reached its ninth number. It must be a feast to those who have the requisite mathematical taste and digestion. It is beautifully printed. Published by Ivison, Phinney & Co., New York, at $3,00 a year.

THE

# Wisconsin Journal of Education.

VOL. V. NOVEMBER, 1860. NO. 5.

## DEMAND FOR MORAL INSTRUCTION.*

BY MRS. H. S. ZOLLER.

To become familiar with ourselves—to know our power and understand our relation to each other and to higher objects—to find out what a simple and harmonious, and yet what a mysterious thing is our creation, is our work here below.

Know thyself, was not idly—was not vainly written. The noblest mechanism of God—the "harp of a thousand strings," is the same wherever found; body, mind and soul, is man, is woman, is child. These united, was the Lord from Heaven. In these are all the elements of humanity, as exhibited in individuals or nations. Virtue and vice never lose their characteristics. Similar actions spring from corresponding impulses, and our various impulses are prompted by like passions or affections. Hence by close observation, we can easily determine the laws which govern the moral universe.

That man is endowed with a moral nature, no one will question; the existence of such a nature is evidence of our obligation to regard it with care and study. We are characterized by no power that may remain undeveloped—no faculty which may lie dormant, or be unprofitably employed. The infinitude of God in all His attributes, renders His creations perfect. He saw the end from the beginning, and adopted means for its accomplishment. That end is good, grand and glorious. Not more important to the achievement of God's operations on earth is one set of man's faculties than another. The body without intellect could

* An Essay read before the Wisconsin State Teachers' Association, at the Annual Meeting held in Milwaukee, Aug. 1, 1860.

have no self consciousness; without moral sensibility, man would be an unbalanced thing, unrelated to our Father, by those unmistakable ties with which he is now bound to Him.

No doubt then exists, of the *necessity* of Moral Instruction. The question is not so much, shall we bestow moral culture, as, to what *extent* may we draw out and improve the moral powers? Occasionally, even now, in some yet benighted corner of the country, we are told, "Teach my child what you can of books, I will attend to his manners and morals." Most people however have an awakening consciousness of what constitutes a truly civilizing and refining process in education; they know there is an element in educational discipline, which was once not so prominent; and yet they heed it little; they have no time to examine it; they understand that education as a system is progressing, but how or why they do not know. The secret springs of action to them are obscure; they often question the utility of the very means best adapted to the end.

In the training of youth, a very great difficulty arises from want of a system of moral instruction. If mind and body require systematic discipline, why not the soul? Now, each teacher exercises his own judgment in regard to the degree of moral attainment to which his school shall aspire. His mark will be too high for some, too low for others. It would seem however that too much excellence in human character were an impossibility, and that no one would regard as wasted, time devoted to subduing ill temper, or eradicating any moral evil; but public sentiment is too conservative here, fearing that morality may trespass upon religion. It supposes religion to be peculiar to the sanctuary and the sabbath, and a real earnestness of endeavor to exclude selfishness and its accompanying train of evils, frequently subjects the teacher to painful and unmerited censure. It would seem that the fundamental principles of morality were so clearly defined, and so universally acceded to by the intelligent and cultivated portion of community, that such a difficulty need not arise; and yet, when we remember that teachers themselves have not been under any uniform system of moral development, we see how this confusion is a natural consequence.

The world is jealous of nothing, so much as its opinions. The greater its error, the more it dislikes any indication of opposition; and though a teacher were to exemplify the only perfect model for imitation, by holding before his class daily the life and character of Jesus, many doubts would arise as to the expediency of such a course.

I hope the day is not remote when with the countless means devised by man, for the perfection of mental and physical development, something more direct and positive will be presented to advance the moral world.

Certainly, it is plain that man's education is not balanced. Where can be found a man or woman, who presents due proportions of moral, mental and physical vigor? It is doubtful if such an one exists—and yet the work of *making* such men and women has been commenced. It will go on. This age is extolled for its inventions and discoveries—and generous intelligence roams about, seeking entrance in every habitation, however obscure. Nothing is wanting around us, but the influence of the law of love. With this, earth would soon become a paradise, and we be fitted to dwell with angels.

Man must cease to do evil, and learn to do well; he must recognize a "higher law;" he must be more conversant with God; understand more clearly his higher relations, and be less concerned about gross and groveling matters. But this change can be effected, only through children; by the commingling of teachers, and parents, and friends of education, and by a free interchange of thought, feeling and experience; the world outside, who are wholly indifferent to this enterprise must be aroused, and the fact shown, that worldly prosperity is founded upon conformity to the principles of right. Why this turning away of business men from the cause of education—the strongest power that exists to bring them success, wealth and honor? Did they suspect the consequences of such indifference, how soon would their hearts be warmed and their minds interested in this direction.

Parents do not realize the system of iniquity that prevails in schools. They send their children there many times, to get rid of them. They dream not that they have permitted them to go among the very emissaries of Satan, who disguised, find access into all circles of human society. Oh, the greatness of the sins of children is past describing. How could it be otherwise? Are they not directed from home, with a "stay as long as you can;" if not heard, felt? Is there any concern about their receiving moral instruction? Is not this, even below secondary consideration? It seems so to me. Oh, how frequently is honor sacrificed by the boy or girl at school, in the telling of a lie, or the using of unfair means to obtain an end. I have seen them in their sports, in their rambles and in their social chats, and I am persuaded that great numbers of them will grow up to help form a dishonest world, if something is not done for them. Perhaps there never was a time when this demand was so great as now. Nothing but assiduous watchfulness on the part of parents and teachers can detect the snares which almost every where beset children. Deceit, the insiduous foe of man, lurks where we least expect it. Children go out from the parental presence too little prepared for its results. Fathers and mothers do not anticipate its encroachments; they neglect to warn them of their danger, and to depict

to them the hideousness of this monster, and the consequences are recited in our courts of justice, our prisons, and even at our hearth stones.

It is clear that the spirit of manhood, is the same which was cherished in boyhood days. We may grow old, the color fade from our cheeks, and our brows become heavy with care; yet traces of resemblance to early years may be found; so it is with moral character. The principles of our young hearts will not forsake us when we grow old; our predominating characteristics will cling to us; they who were frank and truthful in youth, marked by conscientiousness and laudable ambition, will be recognized as the same when riper years overtake them.

The goal of human desire is happiness. The restless soul is ever going out in search of something with which it hopes to be satisfied, and it need not go in vain. The result of all failures is from a misapprehension of the best methods of action. The goodness and wisdom of the Creator are displayed everywhere in His bounteousness and in the adaptation of all circumstances to the things which they surround. We are exposed to dangers, in the material world; the tempests of life are solemn realities; but in Divine economy, they seldom occur. There are precipices over which we may tumble; earthquakes in which we may be swallowed; volcanic eruptions under which we may be buried; but we receive more of the genial smiles of Providence than of His frowns. The warm rays of the sun fall on us without scorching, while in the concentration of those rays the world might be consumed. The gentle showers, and the pouring rain refresh the air without overwhelmning us in floods. In short, care and protection to every thing with life, are manifest all along our way. While God has placed here the evil and the good, He has established means of protection in the vicinity of every source of danger. The lower orders of creation, governed by instinct, flee when dangers approach, or find an antidote for the harm, when visited upon them. The intruding serpent finds death, where the harmless bird has life and joy, and rational creatures are not less regarded.

To overcome evil—to subdue sin, and establish righteous laws on the earth, is man's chief work. A real and earnest appeal is made to every reflecting mind, for zealous effort in the promotion of good. This call is not a mere complimentary invitation for us to heed or neglect. It comes from God himself, and our acceptance or refusal will determine progress and speed upward and onward, or retrogression and decline into the depths of degradation and woe.

In this beautiful world, furnished with all the riches of luxuries which man in his varied tastes and various capacities may enjoy, no field of employment is so vast, none so remunerative, as that of education: but upon no class of laborers devolves so mighty an obligation as upon teachers.

The training of an immortal soul! Awful thought! Who is qualified for so elevated a position? Alas! who is qualified? For one, while I love the gatherings of children, and am no where so happy as in the school room; and while I delight to watch the unfolding of their minds, I have never entirely lost that sense of guilt which I felt when I first entered the school-room as a teacher. What a high and holy life should that be, which presumes to walk before the tender, trusting soul of a pupil! How free from selfishness! How patient and forgiving! How capable of discerning the springs of thought and action! How thoroughly acquainted with human nature in all its phases. How quick to understand, how ready to anticipate the wants of our little friends, and and to exercise charity toward them. Oh, there are a thousand qualifications which we, as teachers, should seek to attain.

The demand for able teachers is strong; the call is loud; and the honor and prosperity of Wisconsin depend upon her fidelity to the cause of education. Throughout her length and breadth, should be seen and felt the influence of her provisions for the efficient training of her instructors. Teachers who find themselves in the field, inadequate to their task, but who have a heart and purpose for their chosen vocation, should not be allowed to desert it. They should be attracted to some point where they can go over the ground that will the better fit them for their work.—The State should provide for the education of her teachers. Had we a uniform and efficient system of discipline for the educator, and then a uniform and efficient system of instruction for the educated, how rapidly would knowledge and virtue advance.

Much toil and unwearied watching will be required to secure a proper standard. It will not do to perfect the schools in a few of our strongholds, and neglect the rest. A thought must be cherished for the byplaces; where the whistle of the engine has not been heard, where but a few months in the year the school-door is open, and where upon the broad unbroken prairies, or in the unbounded openings, far the largest portion of the year is employed in splitting rails to mark the lines of fence, or in bestowing the other necessary labor of pioneers. These days will in time be over; fences and roads and fields will be in order; neat cottages and barns, and sheds will adorn the farms; fine horses and carriages will supersede the slow ox-cart; and the old log school-houses will be exchanged for commodious edifices, known by the more pleasing name of seminary, with the best of teachers to manage them.

But all this can be accomplished only by the rule of the broadest philanthropy. The masters of art, the workers in the mines of knowledge and experience, and the lovers of moral and intellectual progress have not been idle. The cheering presence, though but for a short time, of

our State Superintendent, in his round of duty, has given a new impetus to the cause which he represents; and who can estimate the benefit already derived, from the Teachers' Institutes which have been held at various points? And yet, in many portions of our State, an enlarged idea of education is scarcely conceived—the spirit of improvement scarcely known. Even where the work has been commenced, how little zeal is felt—how little is understood the fundamental design of the institutions of learning. The farmer plods on thoughtless of the character of that soil from which he brings his bread; he dreams not of its power. Agriculture to him is no science, merely an accident which happens to to be his vocation. He has no aspirations which lead him to toil for the evolving of any truth; he aims to produce that only which will yield him the greatest amount of money; and thus it too often is with educators. The intrinsic worth of the soul is seldom considered. The idea of developing it because it is an emanation from God, never occurs. Man is not viewed in the light of what he really is.

Did we remember, fellow teachers, when at our task, that the children entrusted to our care are the offspring of our Heavenly Father; that it is by Him we are employed and that to Him we are accountable, should we neglect so much their highest interests? Even did we remember that they are soon to join the citizenship of our Republic; to be our magistrates and legislators; our sovereigns; soon to constitute the power which by its might, shall sustain freedom, or by its weakness shall permit it to fall, how much more faithful should we be. And in view of their higher destiny and relations, how porfound should be our zeal and fidelity. Think of a little child, deriving through us sustenance for manhood and womanhood, for time and eternity. On us rests the responsibility of guiding its impulses and fixing its principles. Oh, fearful is the position in which we stand; and sublime and glorious, or ridiculous and disgraceful, the future consequences. Shall the pupils of our charge go forth into the world reflections of a perfect morality, or shall they be the dishonored victims of treachery and baseness? Shall they look back upon us when they are out on the voyage of life, with thankful hearts, or with bitterness shall they cry out against us? We have but to visit our prisons to learn from the lips of their inmates that had God and his laws been revealed to them during the plastic state of their minds, they would not be there. Said a victim in his cell, on receiving Sabbath instruction, "Had I heard when a boy, 'Thou, God seest me,' my life and my energies had not been wasted here." What then shall be done to place in every school a moral power that will tell for individuals, communities, nations and the world? For life here, and that which is to come? The *reward* of the faithful teacher in presenting the principles of

morality in an attractive manner, will be the joy of knowing that he is working for God; the certainty that the world will be blessed by their endeavors. Moral instruction has a deeper and wider significance than we are wont to apply to it. To tell a child that it is wicked to utter falsehoods and to swear, and therefore forbid such acts, is not enough. To punish for wrongs is not enough. Alas! that we understand so faintly the true science of moral discipline. Children do not comprehend the meaning of the term wicked, it is by a slow and cautious process that the faithful, intelligent parent or teacher can explain it.

We often find a seemingly perefect obedience at home, and at school, but too often discover that it is nothing more than submission to tyrannical restraint. It is impossible to secure correct conduct from children at any age, or in any place, unless they act with reference to their relation to God, and are governed by the desire first, to obey Him.

It seems to me that an abridgement of Moral Science, adapted to our primary schools would aid in this work, and that some *system* in this department should immediately be adopted. A single teacher's voluntary efforts in this direction are not only thankless, but unacceptable. The people want to know that a branch of education is recommended from head quarters, and that it is there deemed not only laudable but necessary.

He who enters into his business with all his heart need not expect the sympathy of every one. He sees beauties and hears calls, which the practical student alone can see and hear. His communings are higher and deeper and broader than the world knows of, and though he may be called "peculiar," true confidence in the final triumph of truth and justice will sustain him. He will have the confidence of the good here, and a joyous welcome will await him, in the world to come.

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RELIGIOUS PRINCIPLE.—Nothing does, nothing can, nothing ever will restrain any mortal from any indulgence, pursuit, gain, or abomination which he covets, and to which no disgrace is attached, except the fear of God—or what is the same thing, RELIGIOUS PRINCIPLE.—*Pres. Lindsley.*

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A GOOD THOUGHT.—Jeremy Taylor says: "Habits are the daughters of action. These daughters in turn nourish their mothers, and in time give birth to daughters of their own, still more beautiful and profitable to men."

## CO-EDUCATION OF THE SEXES.

EXTRACT FROM A DEBATE IN THE PENN. STATE TEACHERS' ASSOCIATION.

REMARKS BY MR. MC'AFEE.

Is it proposed that the education of gentlemen and ladies go hand in hand in all respects; or that the education proper to a lady be given to her in company with the other sex; or is the speaker allowed to take any view he chooses? He had a very distinct opinion of his own on the subject. The education of a lady should differ from that of a gentleman, simply because her position was different in society. The custom of society and of the civilized world, which precludes ladies from taking part in deliberative bodies, so far from being tyranny, was an act of the greatest kindness. There is a difference between a man and a woman; a man may belong to the public—may be everybody's body—consulted by everybody, met by everybody. A lady is a human being belonging to one individual and no more; whenever set up to make a show of to the multitude, she ceases to be a lady. Few young men desire to see their sweethearts (that's the old word) take their places upon the rostrum or the stage. Many good women, it is true, do so, but the practice is not generally approved. If this was the true principle, he thought that the distinction incapacitated women from taking public part in the actions of men. When that distinction is removed, her charms are gone—the golden bowl is broken. She is no longer the same object of admiration to her husband, or lover, that she was before. If this be true, the education of a woman should be different from that of man, confining her to domestic duties—the duties of sister, daughter, wife and mother.

If the question is, not that she shall be taught the same things that we teach men, but that she shall acquire those proper to her situation in life along with the male sex, he was inclined to think the position correct. Man is gregarious—there is no nation that separates children. A strong argument against this is supposed to be taken from the barbarism of the ancient nations;—not generally understood; there the principles were carried out to the utmost. One instance is that of caste among the Hindoos; and yet we find the same principle in our own society, only not fully developed, as in the case of other customs. The Chinese eating rice with chop sticks are regarded as very absurd; yet in our own country eating has become twice as difficult as when he set out. At our ho-

tels we cannot drink coffee without scalding ourselves; whilst eating with forks instead of spoons has to some extent the preference. In Japan, perhaps the highest civilized portion of the earth, the intercourse we are told is free, while in Mohammedan countries amongst the Mongolian races the intercourse is restrained. Whether it would be proper further to restrain it, or to allow this intercourse to be freer, he thought a question worthy the consideration of those who meet together for the purpose of helping this world on in its way to improvement.

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## THE TEACHER'S POSITION.

BY GEORGE D. HUNT.

THE Teacher by virtue of his office stands *in loco parentis*, and he must therefore be invested with such power and authority as his station requires. In the discharge of his duties, he must be sustained in the same munner as any other lawfully constituted functionary. His power and authority must embrace all that pertains directly and indirectly to the general welfare of his school, and the moral improvement of his pupils. Like a government officer, he must be amenable to the power by which his appointment is made, rather than to individuals for whom he may practice his duties. He should be an absolute monarch of the school. A person who will not use such authority as this in accordance with principles of justice, and make it wholly subservient to the advancement of his pupils, is not fit for the office of Teacher. If parents and guardians have not implicit confidence in the honesty and integrity of the person who offers to be an instructor of youth, and if they are not well satisfied with his qualifications, they do wrong in trusting their children to him. These things should be ascertained before he is engaged. It is an act of gross hypocrisy to send children to school, and at the same time to prate about imperfections in the school and lack of qualifications in the Teacher. This will only aggravate the evil if it exist.

Children are generally thoughtless, wayward and prankish, especially when congregated in a school. Such being their general character, an important qualification of the teacher will be the ability to govern and exert a moral influence. This is quite as important as the ability to impart instruction in scientific studies, and to arouse in the pupil an ambition to learn and to become respectable in the world. Schools are composed of a heterogenous variety of characters. There will be children

from different families, in which there are all kinds of home discipline, and some from families in which there is no home discipline at all. This heterogenous assemblage the Teacher must reduce to systematic obedience, to reasonable aud necessary regulations. There he must be their friend as well as *"master."* This is the most difficult part of his work, but it is the most glorious.

The disposition of parents is as various as that of children. Some will be much interested in the welfare of schools; others will be quite indifferent; and some will be jealous of tyranny in the teacher. There will be those, too, who have but vague ideas of education and school policy, and they will be so self-confident of right as to condemn everything that is not in accordance with their preconceived notions. Teachers must have tact to conciliate these. And their patience and forbearance will often be tried by those whose family affections are strong and their judgment weak. Love for their children renders them blind to their faults, and they do not allow them to be corrected. Parental love rightly exercised will demand the correction of a child's misdemeanors and the restraint of his evil proclivities; improperly used, it will be incredulous to his guilt, and jealous of tyranny in his discipline; and thus it will give him a start in a career of crime.

That Teachers are sometimes unwise and unreasonable need not be denied. That parents are often more so must also be admitted. Parents should be cautious how they criticize the character and proceedings of a Teacher, for it can seldom be done, without impairing his authority and influence. Any disrespect to a teacher, heard or even suspected by his pupils, will be repeated from one to another. Neutrality in regard to their complaints and cunning peccadilloes will be construed into encouragement. Promptness in performing his duty, especially enforcing discipline and correcting misdemeanors, is often misrepresented and construed into an unlawful usurpation. Wayward and freakish youth, knowing that their parents are displeased with their teacher, or even suspicious of it, are thereby made worse. They are made worse too by any thing that raises their expectation of redress. Pupils will cease to respeect a Teacher when they know that complaints against him are being harbored. A complaint, or a criticism, however small, if made in the presence of a pupil, or before the school, will incite rebellion, and lower the dignity of the school.

A Teacher ought to command respect as well as obedience from his pupils, and he must be an example to them worthy of imitation. He should therefore, be treated respectfully by all who wish to sustain him in his office. His reputation should be kept pure and unsullied; but this will depend mainly on himself. If he have foibles and frailties, they

should be treated with leniency; and it should be remembered that his failings and indiscretions may be exposed and made the subject of talk in a manner that will render the evil worse, and raise prejudice against schools and the cause of education. His standing and success will be much modified by circumstances over which he may, or may not have control. If he be honest, he will depend on true merit rather than upon craftily conciliating his patrons. How well soever he may be qualified for, and adapted to his business, he needs co-operation from his patrons, and defense by the school officers. Without this, failure may be expected.

It is a great misfortune that there is so much indifference among the public in regard to school matters. It is also a misfortune that teachers are often estimated by their property and family connection, rather than, their scientific attainments and knowledge of educational policy. The former often back them in public confidence, when they are lacking in the latter. This is wrong and a remedy is needed. The public plead the excuse that they estimate their servants by those qualities which they best understand. And while they arrogate the privilege of watching and criticizing all the operations of those who presume to be instructors, it is necessary that all who enter this worthy profession sustain characters that will bear investigation. For it is one in which the real disposition will always show conspicuously.

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No species of mental cultivation can ever be truly beneficial, where the pupils do not, at the same time, acquire moral and religious habits. Every teacher in every school, from the infant nursery up to the university, ought to be deeply imbued with the purest spirit of Christian morality and to labor assiduously in moulding the hearts and lives of his youthful charge agreeably to the only standard of virtue and integrity which which is recognized among Christian men. To educate Christian youth as heathens or atheists, is at once absurd and monstrous. To expect such youth to become good, moral, peaceful, orderly, religious men, is to expect a miracle.—*Pres. Lindsley.*

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KIND words are the leading strings to good actions; they open a free passage to the overcharged heart; they convey heavenly energy to the drooping spirit, and whisper love where hatred else would be.

## DAILY PREPARATION FOR TEACHERS.

It will be obvious that a certain amount of intellectual culture is presupposed, an unblemished reputation, good health, cheerful temper, and a hearty good will to work unselfishly for the welfare of those entrusted to our care; since, without these pre-requisites, it would not only be weak but wicked to enter upon a work so essentially taking hold upon the highest interests of humanity. And no considerations of self-interest should prevail on any person to take upon himself this vocation, and the first suggestion to be made to such should be, to pray devoutly for a cleansing of heart, and an implantation of a higher aim, or an opening to some profession that would not so certainly and manifestly imperil the happiness of all concerned.

We shall have need every day of great energy of character, sustained by a calm self-possession, and a patience and charity not easily disturbed, an orderly arrangement, a directness of purpose, and definiteness and brevity in our communication.

Doubtless the proper and special work of the school room is intellectual culture. We are therefore expected to prepare ourselves to secure the greatest reasonable amount of mental activity. To this end we should carefully examine each lesson assigned, not only to fix in our own mind all the minutiæ of the text, but with a view to adapt our illustrations in the shortest time and clearest manner to the individual needs and capacities of the class. This preparation is as indispensable to the teacher of even the primer class, as to one who is teaching the higher mathematics or the more intricate mysteries of metaphysical science.

But we shall find need daily to temper our zeal for the promotion of our of our single aim by other important considerations. We must keep alive and glowing a genial sympathy, that works its silent mission on the character of all within its circle. If by any disregard of those finer relations, or by any false stimulants we pervert the moral sense, we have trampled on the jewels in the crown. Or, if regardless of the laws of life, we have urged our pupils to a physical exhaustion, we have consumed the wood upon the altar and quenched the fires, that with less excitement we might have kept burning with a steadier and less consuming flame.—*Mrs. Walker, in the Ed. Column of the Racine Adv.*

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Value the friendship of him who stands by you in the storm; swarms of insects will surround you in the sunshine.

# PRACTICAL HINTS ON THE HORTICULTURAL EMBELLISHMENT OF SCHOOL-HOUSE GROUNDS.

CONTRIBUTED BY MRS. HOYT.

"Landscape-Gardening," says Loudon, "or the art of creating beautiful scenery out of plain, unornamented ground, is generally considered the highest branch of the art of gardening." The principles of landscape-gardening," observes Lord Kaimes, "like those of every other art, are founded on the end in view. Gardens and buildings may be designed solely for use, or solely for beauty, or for both. Hence the difficulty of forming an accurate taste in gardening and architecture is greater than in any art that has but a single destination." Repton, in his Observations on Landscape Gardening, enumerates congruity, utility, order, symmetry, scale, proportion, and appropriation as principles of the art. Girardin includes every beauty under "truth and nature," and every rule under "the unity of the whole, and the connection of the parts." Mason declares the secret of success in this art to lie in the nice distinction between contrast and incongruity; while Pope lays down the three following principles, plain and practical as could be desired: 1st, To study and display natural beauties; 2d, To conceal defects; 3d, Never to lose sight of common sense.

These suggestions, it will be observed, have reference to landscape-gardening as an imitative, rather than inventive art. To reproduce nature, and so combine the varied charms of separate landscapes that the result, in a given case, may surpass those from which it was made up, has been the aim of the modern, as opposed to the ancient art, the first principle of which was to create something unlike as possible to nature.

But this subject, which has exhausted the time and genius of many an enthusiast, cannot, even in outline, be sketched in the pages reserved for practical hints. The merest indications of principles, with brief extracts from works of established authority, will be all that is possible.

In laying out and ornamenting grounds of any considerable extent, the first thing is to decide upon a plan. Indeed this is important, however small the plat upon which to operate. To set out trees, shrubs and vines without regard to general effect, and completeness of design, would be unwise as to build a parlor here, a kitchen there, and bed-room one side, all separate, because each of these must be had. "The merit of design," says Loudon, "consists in combining forms and objects so as to make their effect more beautiful than if left in their original position. To do this, it is necessary that the objects combined should form a whole; that is, they should produce a single sensation on the mind, and not a succession of sensations; and this involves two principles, viz, the unity of the whole, and the relation of all the parts. Objects not particulary beautiful in themselves, may become so when combined, from the mere circumstance of their combination forming a whole, and thus producing an effect that is satisfactory to the mind. On looking at any pleasing object, whether in nature or art, it will always be found on analysing it, that whether it be merely agreeable, or supremely beautiful, it yet forms a whole; this quality of forming a whole being independent of every other kind of beauty, and yet common to all the different kinds of it. On the other hand, no composition whatever, though its parts, when taken separately, may each be of the greatest beauty, will please when these parts are put together, unless in that state they form a whole. Parts, also, which, if viewed separately, have little or no beauty, may, when combined in due subordination to this principle of unity, "form a beautiful whole."

"This design," continues our author, "is quite as essential to landscape-gardening in the natural or modern style, as in the ancient; for though largely an imitative art it does

not aim at producing fac similes of natural scenery, but scenery composed of natural objects combined according to the rules of art. To apply these principles to the formation of pleasure-ground scenery, nature, in any given locality, makes use of a certain number of trees and plants found indigenous there; but the garden imitation of natural woods, introduces other kinds, not indigenous, and arranges them so as to form picturesque groups, and to hide deformities in the landascape."

Next to this *unity* of design which it is of first importance, *fitness*, or the adaptation of means to an end is given as the second source of the relative beauty of forms. It is particularly enjoined, in all works upon landscape-gardening, that "*the doctrine of fitness* should never be forgotten in laying out grounds, as it is of the utmost importance to adapt the style employed to the situation, as what would look admirably well in one situation would be ridiculously incongruous in another."

"There seem in nature," says Whately, "to be four different dispositions of grounds distinct and separate from each other, both in the sentiments they awaken and the style of improvement of which thev admit. The first is that of a high-land country, with mountains, rocks, lakes and impetuous rivers. The next is what one may call a romantic disposition of grounds, consisting of valleys, overhanging woods and smooth rivers. A third is that of grounds running by gentle falls and risings, easily into each other. The last is that of a dead flat."

A moment's reflection will show any one, who is considering this subject with reference to practical results, that a quite different style of ornament would be required in those various situations. School-houses are not often placed upon grounds so distinctive, perhaps, as to come, absolutely, under either of these divisions; yet, in the general characteristics of each locality will be found something suggestive of special adaptations and needs.

Next to fitness, *utility* may be depended upon as a source of the relative beauty of forms. All writers upon this subject tell us, and all observation confirms it, that none of the other kinds of beauty can compensate or the want of utility. "Objects at first thought beautiful,'," observes Alison, "soon lose this expression, when they are found to be of no use; while others become more beautiful in proportion as they are found to be useful." To unite the different kinds of beauty, to dignify ornamental forms by use, and to raise merely useful forms into beauty, are the great objects of ambition among every class of artists. Whenever both these objects can be attained, the greatest possible beauty that form can receive will be produced. To secure this, certain principles are laid down by those who have done much towards giving to landscape-gardening the dignity of an art. Of these, the following rules will be found to embody much that is suggestive to the reflecting mind: 1st. That when the utility of forms is equal, that will be the most beautiful to which the most pleasing kind of expression is given. 2d, That when these expressions are at variance—when the beauty of the form cannot be produced without sacrificing its utility—that form will be most universally and most permanently beautiful, in which the expression of utility is most fully preserved. These three principles—*unity*, *fitness* and *utility*, are those that form the basis of all successful landscape-gardening. Many others, and those that can only be learned by a careful study of the best authors, and a constant observation of practical results, enter into the detail of this subject. But if the principles here hinted at are carefully studied, and such observations made as come within the reach of all, these, of themselves will prove guides safe to follow.

The advantage that may be taken of particular circumstances in locality and adjacent grounds will always contribute to the general result both of beauty and appropriation. These last words come in as suggestive of what must occur to any one in the actual work of laying out and ornamenting grounds. To so arrange the embellishments of any yard, or plat of ground, as to make it appear a part of the "beautiful beyond," not

only gratifies the mind through the sense of an actual *possession*, but helps to complete the source of happiness in the beholder, by the fuller expression of harmony without.

Downing, in his "Landscape-Gardening," says, "A tree, undoubtedly, is one of the most beautiful objects in nature; and wood, in its many shapes, one of the greatest sources of interest and character in landscapes. By the judicious employment of trees, we may effect almost any amount of alteration and improvement within the scope of landscape-gardening. Buildings which are tame, or quite mean in appearance, may be made interesting and even picturesque by a proper disposition of trees. Edifices, or parts of them, that are unsightly, or which it is desirable partly or wholly to conceal, can readily be hidden or improved by wood; while walks and roads that would otherwise be but ways of approach from one point to another, are, by an elegant arrangement of trees on their margin, or adjacent to them, made the most interesting and pleasing portions of the residence. There is an opportunity for the exercise of a great diversity of tastes, both in selecting and arranging trees for school-house grounds. In selecting, the following principles should be taken as guides; First, such trees should be chosen as will harmonize with the general features of the landscape. For example; in a hilly or broken region, the tall spiry-topped trees, like the pine, fur, spruce, and hemlock, would be in keeping with the natural scenery, but upon a wide, extended plain, they would appear comparatively mean and incongruous. The round-topped and symmetrical trees, like the oak, maple and beach, are much better adapted to the quiet scenery of a level region, than to the irregular outlines of a rough, mountainous surface. Second, different varieties of trees should harmonize with each other. Although a variety is always desirable, yet the different kinds chosen for any given spot should be somewhat similar in shape, so as not to present too great a contrast. For example; a group consisting of a maple, beech and oak would be harmonious, while one consisting of a Lombardy poplar, weeping willow, and fir would be perfectly incongruous.

For single trees, where there is to be left sufficient space for their entire exposure, in a level or moderately hilly region, there is no tree in grace or beauty which can surpass the drooping elm. The oak and chestnut are among the largest and noblest of our trees, and either of them may be taken for the central object of a group. The weeping willow appears best as a single tree, and in a level space. The spruce, hemlock, ash and beech from our common forests, all make beautiful shade trees. Among those that can be easily procured, in some portions of the country, are the horse-chestnut, locust, and hickory, the magnolia and the cottonwood of the Southern States, and the buckeye, sycamore, and black walnut of the West. The soft maple is especially valuable as an ornamental tree, on account of its red blossoms of early spring, its dense, green foliage of summer, and its beautiful dress of deep crimson after the first frost of autumn. But whatever are the trees selected the arrangement of them should be the subject of careful study. They should be planted singly, or in groups. Single trees should be such as have a graceful and beautiful outline, and convey to the mind the feeling of completeness. Groups should always be composed of one principal tree, larger and taller than the rest, with the others grouped around it as subordinates. Shrubs that are used for hedges should be planted in gracefully curved lines, so as to screen such fences and buildings as, exposed, would detract from the general beauty of the scene."

School grounds arranged in this manner would become great powers of refinement and influence for good. When trees are once planted, the winds, the sun, and the rain nurture them, supplying their every want, and converting their puny stalks into giant forms, until

"They stand mossy, and tall, and dark,
Fit shrine for humble worshipper to hold
Communion with his Maker."

But trees cannot grow in a day, neither are they more valuable than those shrubs and flowers which are at once, and in such diversity of form and tint within our reach. Plant

trees, most certainly; and wherever they would be a beauty or a refreshment, let their roots begin to pierce the mould above which their branches may, year after year, wave with a fascination of grace and variety like which there is nothing else in nature. But while making provision for these more enduring and imposing improvements which must be the work of time, do not forget

"That delicate forest flower,
With scented breath, and look so like a smile,"

which,

"Seems as it issues from the shapeless mould,
An emanation of the indwelling life,
A visible token of the upholding love,
That are the soul of this wide universe."

In their influence over the feelings, to refine and soften the nature, to elevate the thought, and to imbue with that love of the beautiful which must always precede the practice of virtue, flowers have a value peculiar to themselves. Their gay colors attract the eye, their exquisite forms chain the observation, and with the odors exhaled from the scent chambers of drooping bell, or golden chalice, there comes a soul of piety, a sense of sweetness, a something that finds its way into the very recesses of the youthful nature, winning it to goodness and exalting it to beauty,

"Ere it is aware."

"It is my faith that every flower
Enjoys the air it breathes."

And it is a faith founded no less on observation than philosophy that every child reflects, to a fearful extent, the spirit of its surroundings. Flowers are the most beautiful, the most suggestive, and the most available ornaments with which we can adorn the school premises. Let it be the business of parents and friends to supply the means, and a no less faithfully performed duty of teachers to see that the culture of flowers is not neglected in the embellishment of school-house grounds.

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For the Journal of Education.

TEACHER, didst thou ever feel thyself worn and weary—thy best efforts counteracted—thy holiest motives misconstrued? What then wilt thou do? Oh! turn to thy Father in Heaven. He will see thee look up to Him. He will hear thee call, and His most gracious smile will fall on thee. Go to Him; remain with Him, and pour out thy soul; lean thy head upon His bosom, and He will fold thee in His arms, and bear thee to a safe harbor of peace.—*Z.*

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PRAYER is the key that should open each day, and lock each night.

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IT is calm waters alone, that reflect the heavens in their breast.

## EXTRACTS FROM MY DIARY OF INSTITUTES.

[CONTINUED.]

*Prescott, Pierce County, September* 21:—

All in order here. Mr. Hatch and Dr. Maxon have been active, and things are well prepared. Had a tolerable good attendance Monday evening, though not as large as the place ought to afford for an educational meeting The preparations for the State Fair absorb the attention of many. Hopes are entertained that this may prove the "Banner County." If as much interest were felt through the State in having good schools, as in getting premiums on good crops of wheat, or large squashes, our schools would be better.

We have some fine Teachers here, and are glad to meet delegations from Minnesota. Our list reaches 40, most of whom are "live" teachers —evinced by their forming a large club for the Journal. We have here in the aggregate, 125 years of teaching experience.

*Portage City, September 24th* :—

A meeting of the Board of Regents prevented our being present at this place. We understand that something more than 40 teachers were in attendance, and that the interest increased until the adjournment, which took place Wednesday evening, partly because many of the teachers wished to attend the State Fair, and partly because of our finding it utterly impossible to get any one to continue in charge after Mr. Pradt left. Mr. Magoffin did good service, and might have gone through, but felt that "A prophet &c."

A strong desire was expressed for another session in the county, and future appointments will be made at a time when we shall be sure of the requisite help. We must have a large Institute in Columbia county next spring.

*Darlington, Lafayette Co., Oct.* 4:—

Owing to the severe rain on Monday, but few teachers came in until Tuesday evening. On our arrival at 11 o'clock, Tuesday, we found but two "lone, lorn schoolma'ms" in waiting, and but one "schoolmaster abroad." This looked rather discouraging; but when the delegation from Platteville came in, we began to cheer up. Familiar faces do cheer one, when discouraged and in a land of strangers. Wednesday morning, the delegation from Mineral Point arrived, and this "drop filled the bucket." We fell immediately to work with a glad heart, and found as good a body of teachers as we often meet. The three days were pleasantly spent in the Institute, and were made doubly pleasant by the un-

bounded hospitality and kindness of the citizens who entertained us.—But six teachers were in attendance from Lafayette county, and most of these reside in Darlington.

The sociable on Friday evening, furnished by the hospitality of Gen. Worden and lady, was as *sociable* a sociable as we have ever attended. Happy hearts, cheerful faces, pithy sentiments and good music abounded.

With such a spirit as pervades the people here, it is difficult to see why they have not a capital public school, and that they may soon be thus blessed is our sincere wish.

*Baraboo, Sauk Co., Oct.* 8:—

The Court House crowded on Monday evening by citizens and teachers. This speaks well. On Tuesday morning 120 names were enrolled, and we have had a glorious time. The citizens of Baraboo cheerfully submit to the tax of entertaining us, although the conference and county fair have both drawn heavily upon their hospitalities. Both the lectures and day exercises are well attended, and there is much educational life visible. Efforts are being made to elevate the public schools, so that they may say to the private institutions, "move along up."

A political meeting on Wednesday evening drew off many of the citizens and a few the teachers. We are of the opinion that if one-half the money which will be expended in this political campaign were devoted to educational purposes—to building good school houses, educating and hiring good teachers, purchasing libraries—the "Dear Union" would be safer, and the "Dear People" much happier and better.

The *soiree*, under the auspices of the Library Association of the Baraboo Collegiate Institute, passed off well; music, &c., all fine, and good cheer abundant. Adjourned in due season, *without* the accompaniment which is sometimes introduced. The roll list reached one hundred and thirty—so far, the largest of the series.

*Ripon, Fond du Lac Co., Oct.* 1:—

The Institute at Ripon, we are glad to learn, was well attended by teachers, and large numbers of the citizens were out at the evening lectures. Prof. J. C. Pickard had charge of the exercises, receiving assistance from Mr. Gaylord of Oshkosh, and Mr. Angear, of Berlin, and other teachers who were present.

Lectures were delivered by Messrs. Gaylord, Craig, Crane, and Peabody, upon subjects directly connected with our educational system; and the theory and practice of teaching received their full share of attention in the daily class exercises. The citizens were hospitable as usual, and did what they could to render the meeting pleasant and successful. Special praise is due to Mr. Bailey, principal of Brockway College, for his un-

tiring efforts in making preparations for the meeting, and in providing homes for those in attendance. We were sorry not to be at Ripon, but could not well leave Darlington. The roll list reached 90.

*Appleton, Outagamie Co, Oct* 8:—

We could not be here, as the Baraboo Institute was at the same time. Mr. Pradt, editor of the JOURNAL, had charge, assisted by Prof. J. C. Pickard. From our experience last year we expected a good Institute at Appleton, and are glad to learn, from Prof. Mason and others, that such was the case. Political meetings and the county fair interfered somewhat, but the session was extended to Saturday noon, to make up. As the members were mostly students in the University, the people were not severely taxed for hospitality, but were ready to entertain all who came. Prof. Pomeroy's Normal Class, we learn, did good credit to their training, and contributed very much to make the Institute a "live" working one. Besides lectures from Messrs. Pradt and Gaylord, a lively discussion was held one evening, on the co-education of the sexes. The young men generally voted affirmatively! but we haven't heard how the ladies voted. We are thankful for the assistance rendered by Prof Pomeroy and Mr. Gaylord, and various teachers and students. Mr. Davies, of the Junior Class of the University, read, as we learn, a fine essay. We hope to see some of the members at Oshkosh. Number present, 76.

*New London, Waupaca Co., Oct.* 18:—

After a pleasant, though somewhat protracted, ride up the river, felt glad to have the tedium broken by the bustle attendant upon the disembarking of school masters and ma'ams, and the assigning of places of abode to them. Arrangements were well made, and the session commenced at 9 o'clock on Tuesday, in good earnest. The lecture on Monday was also well attended. Some of the teachers came together, expecting but a two day's session, and others felt obliged to leave on Thursday to attend a "Union Meeting," (not political,) at Weyauwega. So it was decided to adjourn after the lecture on Wednesday evening. Essays were read during the session by Miss Julia Shipley—Subject: "Change;" by Miss R. R. Bosworth—subject: "Religious Instruction;" and by Melzar Parker—subject: "The Philosophical Study of our Language." All were good.

On Thursday morning, as the boat did not arrive, an informal session was held at the hotel. The subject of Physical Exercise coming up, a class drill was had in the way of a foot-race, in which friend Potter led by several lengths.

There are two capital hotels here, and what is better, they appreciate schools enough to open their doors and entertain teachers free of charge,

which is not done in every case. Long live the Hosts and Hostesses of the Angear and New London Houses.

A strong desire is felt in this county for a two week's session next Spring, at Weyawega. I think we must have it, if too many "union meetings" are not held between now and then.

# SUPERINTENDENT'S DEPARTMENT.

## NOTES OF TRAVEL.

Leaving Milwaukee at 3.15 P. M., August 2, (the second day of the session of the Wisconsin State Teachers' Association,) in company with several Chicago Teachers, we were borne with the usual speed and safety of the Milwaukee & Chicago R. R., to Chicago in time for a good supper at the Metropolitan Hotel before the departure of the Night Express upon the Michigan Southern R. R. An agreeable companion, Mr. Stratton of Bryant & Stratton's Commercial Colleges, and a comfortable berth in the sleeping car made the journey to Cleveland very short and pleasant. Necessary delay of a few hours gave a good opportunity to visit some of the school buildings of the city, (the schools were not in session). At the High School building I had the pleasure of meeting the gentlemanly City Superintendent, Hon. ANDREW J. TRUE, and several of the Teachers of the city. From Mr. True I gathered very much useful information relative to the school system of Ohio; as also from Mr. Ingersoll, formerly Principal of the High School. Nor would I forget to mention in this connection a very intelligent gentleman, a traveling companion of the day previous, who is the City Superintendent of Columbus, Ohio.—The school buildings of Cleveland are attractive, but in no sense superior to those of our own cities. The high school building lacks play ground, but this want is in part atoned for by the finely shaded street upon which it stands. Six o'clock, P. M., Friday, found me on the way to Pittsburg. The delightful scenery of the latter half of the route, rendered more charming by ever-changing light and shade, as the moon struggled with the clouds for supremacy, drove all sleep from eyes, though I was furnished with the best of berths in an excellent sleeping car.

Daylight dawned upon me Saturday morning while nearing the Alleghanies upon the Pennsylvania Central R. R. The mountain scenery must be seen and felt to be appreciated. Its grandeur is of that peculiar kind which attracts the beholder and furnishes fresh delight at each successive view. It contrasted strangely with the calm beauty everywhere

presenting itself during the afternoon ride from Harrisburg to Philadelphia.

A short ride across the city of parks and parallelograms, brought me to the depot of the notable Cambden & Amboy R. R. Anxiously did I connt the minutes through the sandy State, till I was landed in the midst of a heavy thunder shower at Elizabeth, the place where my family had passed the summer, and which of course presented peculiar attractions to me as a place of rest for a few days. Since my former visit, Elizabeth has made good advance in the cause of popular education, and now boasts as attractive public school houses as are to be found in any city of the West. So has the whole State progressed.

A short stay, and away "Down East," passing on rapidly through Massachusetts, New Hampshire and Maine. August 21st, just 30 years from the day when a band of energetic Teachers met in Boston for the formation of the AMERICAN INSSTITUTE OF INSTRUCTION, found me in the same city an attendant upon its Thirty-First Annual Session. After an absence of 17 years the Institute had returned to the city of its nativity, and was warmly welcomed by Mayor Lincoln, in a speech alike creditable to himself and the city which he represented. D. B. Hager, President of the Institute, replied to Mayor Lincoln in a very neat neat and impressive manner. The Institute was then called to order, and after prayer the opening address was delivered by the President. He took for his theme "The History of the American Institute of Instruction." Into the warp of dry detail was woven enough of the woof of genuine humor to make the whole attractive.

Following this address was a discussion upon the matter of Physical Education, which was continued from day to day in a very practical manner, interspersed with calisthenic and gymnastic exercises, under direction of Dr. Dio Lewis of Boston. The time devoted to thie subject could not have been more properly employed. The exercises introduced by Dr. L., were such as can be readily introduced into any school. Dr. Lewis carried the hearts of his audience with him in all that he said and did. His peculiar system of physical training with light weights and rapid motions met with some spirited opposition from the slow moving flour barrel lifters.

Addresses were delivered during the session of the Institute by President Felton of Harvard University, upon "The present state of education in Greece;" by Prof. E. L. Youmans, of New York, upon "The Masquerade of the Elements;" by Prof. Angell, of Brown University, upon "The relation of Education to Labor;" by Hon. T. S. Gillette, formerly U. S. Senator from Conn., upon "The Teachers' Work and Responsibility;" by M. T. Brown, Esq., Supt. of Schools, Toledo, Ohio,

upon "The necessity of general Education to a free country;" and by Rev. A. H. Quint, of Mass., upon "The province of State Legislasion in regard to Education." All the Addresses were of a practical character, especially those of Messrs. Brown and Quint. Mr. Brown spoke very eloquently upon the dangers threatening our free school system. His whole address commended itself to the hearts of all lovers of sound learning. A pamphlet edition of this address is to be published by order of the American Institute.

A somewhat lengthy discussion was had upon the question "How far does purely intellectual education tend to promote good morals? The question was laid upon the table without any expression of the Institute.

The death of Father Pierce, one of the fathers of the Normal School system of Massachusetts was announced, and very touching allusions to his memory were made by Rev. Mr. ———— a veteran co-worker with Father Pierce, and by Gov. Banks.

The subject of the proposed statue Horace Mann was presented by ex-Gov. Boutwell, of Mass., in a very forcible manner.

The most attractive feature of the meeting was the exercise of Thursday evening of the session, when States were called upon by their representatives for short speeches touching their educational position.

The following States were represented as follows:

*Maine.*—Hon E. P. Weston, Supt. Pub. Instruction.

*Massachusetts.*—By Gov. Boutwell, Sec'y Board of Education.

*Connecticut.*—By Hon. D. N. Camp, Supt. Pub. Inst.

*Rhode Island.*—By S. G. Green, of Providence.

*New York.*—By E. Buckley, of Brooklyn.

*Pennsylvania.*—By Hon. Thomas Burrowes, State Supt. Pub. Inst.

*New Jersey.*—By N. T. Phelps, of State Normal School.

*Maryland.*—By Rev. Dr. McJillton, of Baltimore.

*North Carolina.*—By Father ————, a veteran Teacher

*South Carolina.*—By Mr. Sawyer, of Charleston.

*Kentucky.*—By B. M. L. Patten, Principal Blind Asylum.

*Ohio.*—By M. T. Brown, Supt. Schools, Toledo.

*Michigan.*—By Hon. Ira Mayhew, late State Supt.

*Wisconsin.*—By J. L. Pickard, State Supt. Pub. Inst.

*Iowa.*—By Rev. Mr. Torke, Iowa City.

*Missouri.*—By R. Edwards, St. Louis Normal School.

*Kansas.*—By Mr. Edwards, Principal Reform School.

*California.*—By J. C. Pelton, San Francisco.

The main object of my visit to the East was accomplished in the facilities this meeting afforded for conference with educational men from a majority of the States of the Union. The citizens of Boston did nobly in

furnishing entertainment of a social character for the three thousand members of the Institute. Tuesday evening they were favored with a concert by Gillman's Band. Friday forenoon was spent in visiting the Atheneum and other places of interest in the city, while the afternoon was given up to a bountiful entertainment provided by the City at their large Music Hall.

During the few days passed at the paternal mansion in Maine, I had a good opportunity to visit schools of different grades. The schools of that State are certainly not in advance of our own.

After an absence of fifteen years, I could not resist the temptation to spend a week in rambling among the White Hills of N. H. Found at North Conway, the landlord and landlady whose society I enjoyed 15 years ago. The old house still stands, but completely overshadowed by the capacious hotel recently erected. Hundreds of denizens of the city find this village a most delightful summer retreat. I have yet to find a lovelier spot or a pleasanter home than with S. W. Thompson of the Kiarsarge House. The view from Mt. Kiarsarge is not as extensive as from Mt. Washington, but far more satisfactory, and no tourist should visit the White Mountains without spending a part of his time at North Conway.

Upon my return to the West by the Grand Trunk Railway from Portland to Detroit, the School systems of the Canadas were made my study.

At Montreal I had a pleasant interview with Hon. F. J. Chevean, Supt. Schools for Lower Canada, Dr. Dawson, of McGill University and with the Principals of two of the three Normal Schools of that Province. The Public School System of Lower Canada is yet in its infancy. Its advocates have much to contend with on the part of those who favor Parochial Schools. The schools established are still practically to a very great extent under control of church organizations. The Superintendent is a man of enlarged views and an energetic worker. Montreal presents many attractive features to a visitor, but educationally does not yet compare with Toronto, where I found much to admire in the Normal School Building, with it galleries of statuary and paintings—its magnificent library and its large collection of apparatus and maps—its beautiful grounds so tastefully laid out and so neatly kept. In the University of Toronto, where the very goddess of neatness and order seemed to have her seat, with the nicest collection in Natural History I have seen, though not the largest —in King's College and in the Lunatic Asylum—in all the educational institutions of Toronto, direct reference is had to the education of the taste of pupils, a thing too much overlooked in our own country. With Dr. Ryerson, Supt. Pub. Inst. for Lower Canada, and with his deputy, I had several very pleasant and profitable intevriews. The details of

their library system specially interested me. The facilities afforded the pupils of the Normal School of Upper Canada are certainly not surpassed upon this continent. Leaving Toronto at 11 o'clock, A M., Monday, I found myself after a good night's rest upon the Michigan Central R. R. safely landed at Madison, at 3.40 P. M. Tuesday, by the Chicago and N. W. and M. & M. R. R.

During this journey I have had the opportunity of becoming acquainted more or less with the practical workings of the school systems of more than half of the States of our Union and of the Canadas. The results of this observation I shall hope to make use of in preparing the forthcoming Report from the department of Public Instruction.

## SECOND APPORTIONMENT OF 1860.

It will be remembered that, by an act of the last legislature, a second apportionment of school moneys is to be made in December next, provided the sum of $40,000 be in the treasury, subject to apportionment. By the report of the State Treasurer, it appears that there was in the treasury, October 1st, subject to apportionment, about $33,000, which will probably be increased to $40,000 before the time for apportionment. This will give not less than 14 cents per scholar; making the whole apportionment for the year, 64 cents per scholar, or about the same as that of the year previous.

This apportionment will be made upon the basis of last spring's apportionment, and Superintendents will distribute upon the same basis.

The amount of tax, to be levied by the county board upon each town, must be half the sum received at both apportionments, and not half that of last March, alone.

The apportionment for next year will not be made till June, acco ding to a change in the law, made last winter.

## LOCATING SCHOOL HOUSE SITES.

From communications received by this Department, it appears that the law of last winter, relative to locating school house sites, is misunderstood. It was designed merely to apply to cases in which a desirable site could not otherwise be obtained by the district. It need not be resorted to when a desirable site can be purchased by the officers of the district. It was designed to have the same effect as the law authorizing the location of highways and railroads, when the right of way cannot be purchased.

To the Town Superintendents who have so promptly filled and returned the extra blanks sent them from this office, I would in this manner tender my thanks. Those who have not yet sent in their blanks filled, will confer a favor by doing so as early as possible. From these reports I hope to gather much useful information, that shall be made of service to the cause of popular education.

On the next page will be found statistics relative to the schools of our cities, which are working under a special charter. With one or two exceptions they are all obtained from the school officers of the several cities by personal conference. The tables may not be *absolutely* correct, but as the same basis of calculation has been assumed in all the cases, they may be relied upon as relatively correct, and thus one of the main objects in view in the preparation of tables is attained. The results will doubtless differ from reports made up at home, because made upon a different basis. Especially will this be true in relation to the expenses of the schools. In the Milwaukee High Schools two teachers were reported as employed, who may have given instruction in other schools also. If this be the case the expenses of the High Schools would be diminished perhaps 15 per cent., while the expenses of the other schools would be relatively increased.

In most of the cities also more or less time of the Principal is given to work outside of the High School. In proportion to the time thus spent will the real expense of the High School be diminished, and that of the other schools relatively increased. In some cases also the Principal has charge of a Normal class which diminishes the actual cost of the school to the city in proportion to the amount drawn from the Normal Fund. This has not been taken into the account in my calculations. I have taken taken simply teachers' wages as the expense of the schools. Incidental expenses are not included. They will be relatively about the same as teachers' wages and will increase the expenses about 25 per cent.

The average wages of male teachers can only be judged correctly by comparing that column with the column of number of male teachers. The average wages of Principals of High Schools would not show so great a difference.

The expenses can only be correctly estimated by comparison with results attained as seen in columns of per centage of attendance. A comparison of two last columns will show the condition of cities as to per centage of scholars drawing public money, who are found in the schools. Those which are the nearest alike have the largest per centage.

The estimates are made upon six months of the year ending September 30, 1860.

J. L. PICKARD,
*State Supt. Pub. Inst.*

*Problem* 6.—It is required to find the distance from the center of gravity of a given triangle to the center of its inscribed circle.

LEROY CAMXBELL.

*Problem* 7.—Required the maximum area that can be enclosed by the four straight lines *a*, *b*, aand *d*. JAS. M. INGALLS.

*Problem* 8.—Required the best arithmetical explanation of the rule for casting out the 11's, [elevens.]

## INSTITUTES FOR NOVEMBER.

| | | | | |
|---|---|---|---|---|
| Eau Claire, | Eau Claire County. | (two weeks,) | November | 5 |
| Durand, | Pepin " | | " | 15 |
| Liberty, | Kenosha " | | " | 19 |
| Oshkosh, | Winnebago " | | " | 26 |

Please bring 4th Readers, slate, writing-paper and pencils.

Nov. 1. C. H. ALLEN.

# EDITORIAL MISCELLANY.

## THIS NUMBER.

The unusual but very acceptable amount of matter in the Superintendent's Department this month, has unexpectedly excluded much that we had to say, till next month. The Mathematical Department is also put on short allowance. Among things omitted, are some remarks upon our present defective system of School Supervision,—and upon Lawrence University, which we had the pleasure of visiting not long since. We commend our readers to the articles of our several contributors especially Mr. Pickard's Notes of Travel, as more than making up our deficiencies.

Some interesting statistics of Racine schools are also in type, but must wait.

WHERE ARE OUR CONTRIBUTORS?—The Ladies and Gentleman composing the Editorial Committee named on the cover of the Journal, do not so far, furnish us with as many communications as we hoped, and were led to expect, by their voluntary resolution when appointed. We shall have room always for all they will write, and hope they will not oblige us to go to sources outside of the State to fill up our pages. We have heard as yet only from Messrs. GRAY and ALLEN, and Mrs. ZOLLER. Mr. Gray's article, touching the Annual School Meeting, unfortunately came to hand too late for its temporal purpose. We shall however yet make some use of it perhaps. Mr. ALLEN gives us a second article this

month from his Diary, and Mrs. Zoller a short paragraph, in addition to her Essay.

We do not wish others than the Editorial Committee however, to suppose that we do not desire communications from them. On the contrary, we would be glad to have them fill the Journal monthly. We are surprised that the teachers of the State write so little for their Educational Organ.

Mr. HUNT, (whose article in this number was in type for last month, but was crowded out by other matter,) promises to be a steady contributor. With a few more as ready to write, we should never be in want of original articles.

MOVEMENTS AMONG TEACHERS.—J. G. McKindley, Esq., does not accept the Principalship of the Union School of Niles, Michigan, as was announced, but the post of Cashier in the bank of Kenosha.

Mr. A. MARKHAM, late Principal of the Seventh Ward School in Milwaukee has accepted the above place at Niles.

Mr. L. STONE, late of Kenosha, has taken charge of the above place in Milwaukee.

MISS SARAH A. CHAMBERLAIN, of Hartford, Conn., a graduate of the Connecticut State Normal School, and formerly a teacher in New Britain, Conn., has accepted the appointment of Assistant in our High School —*Racine Advocate.*

Mr. R. R. GASKILL, takes charge of the Union School at Waupun.

Mr. H. P. BROWN predecessor of Mr. Gaskill, takes charge of the Public Schools at Ripon.

Mr. N. G. HARVEY, late Principal at Beaver Dam, takes a situation, we understand, in Warren, Ill.

Mr. SYLVESTER CORBET has closed his connection with the school at Plainville, on which occasion a pleasant pic-nic took place. The *Independent* speaks in very high terms of Mr. Corbet, as a teacher and a citizen.

AT the Annual School Meeting in Burlington village, (Racine county) the District elected a new Board, and instructed them not to continue the Union School after that date. So the children as well as teachers are turned into the street! But the tide will turn.

P. S. Mr. LOCKWOOD, late Principal at B , has opened a flourishin Select School.

BEWARE OF TOBACCO.—Tobacco ruins thousands; when used by boys and youth, it induces dangerous precocity; stimulates the passions; creates an unnatural thirst, and often leads to tippling; softens and weakens the bones; injures the brain, the spinal marrow and the whole nervous system. A youth who becomes early addicted to the free use of tobacco in any form, is never known to make a man of much energy of character, and generally lacks physical and muscular stamina, as well as mental energy. Beware then, boys, of tobacco!

THE new State Normal University building at Bloomington, (Ill.) is completed, and the Fall Term of the school commenced Sept. 17.

# BOOK TABLE.

BROOK'S FIRST LESSONS IN LATIN.—A. S. Barnes & Burr.

Pres. Brooks' labors in the preparation of text-books are well and favorably known.—This little book for beginners in Latin, we have used successfully in teaching, and the present edition is very neat and attractive as well as carefully revised. It is designed to introduce the Historia Sacra, an improved edition of which has also been prepared by Dr. Brooks.

WILLARD'S UNITED STATES.—A. S. Barnes & Burr.

This is a new and enlarged edition of Mrs. Willard's well-known and popular school manual of the history of our country, bringing our annals down to the exploits of John Brown. The high moral tone of the book is not the least of its recommendations. The style is attractive, and the narrative clear and judicious. We know from practical use, that it well adapted to the wants of schools.

ASTRONOMY AND ASTRONOMICAL GEOGRAPHY; with the use of the Globes. By EMMA WILLARD. A. S. Barnes & Burr.

Mrs. Willard's long and distinguished success in teaching, as well as her varied experience in the preparation of text-books, may be supposed to qualify her in an eminent degree to judge of the wants of schools in this respect. This little manual presents the subjects upon which it treats in a remarkably pleasing and ingenious manner, and must prove a favorite text-book for beginners in the sublime science of Astronomy. Her combination of the "three spherical systems," is a novel and happy thought, and with suitable apparatus and a competent teacher, must aid very much in simplifying the comprehension of the many abstruse points connected with the subject.

EATON'S NEW PRIMARY ARITHMETIC.—Boston: Brown & Taggard.

This little book completes the series of Arithmetics published by this enterprising firm. The Second Book is COLBURN'S well-known production. Both Mr. Eaton and the publishers have, we think, shown good sense in adopting this book as a part of the series, instead of making an imitation of it. The PRIMARY BOOK prepared by Mr. Eaton, is not only a judicious introduction to Colburn, but is beautifully and substantially made, as a mechanical work, and is very attractively illustrated with suitable cuts. Besides simplifying the subject, and aiding the young pupil in his first efforts at comprehending the relations of numbers, the illustrations make the study, usually dry, quite attractive. We rejoice to see such books issued, and shall be prepared to see this little work and imitations of it (which are sure to come) widely used. A work somewhat similar was prepared by Mr. Emerson a few years ago, and probably is still in use in some quarters. We have often wished to see something of the kind more generally diffused.

WORCESTER'S COMPREHENSIVE DICTIONARY. Revised and enlarged. Boston: Swan, Brewer and Tileston.

The advertisement of this work is in the present number, explains very fully its contents and character. As a manual to be constantly used for ordinary purposes, it is an exceedingly convenient and judicious book. Very many persons would turn to a work of this kind, who would not go a ponderous quarto. It is especially suited to the desk of the pupil, the clerk, and the business man, and to all cases in short, where a rapid reference to the orthography, pronunciation or meaning of a word is desired. The various vocabularies and tables add much to the value of the compilation.

SANDER'S READERS, New Series, THOMPSON'S ARITHMETICS, WELLS' GRAMMAR, WILLSON'S HISTORIES and ROBINSON'S MATHEMATICS. Published by Ivison, Phinney & Co., N. Y., and sold by S. C. Griggs & Co., Chicago. (See advertisement.)

Sanders' Readers, notwithstanding the many new candidates for educational favor, still maintain their ground, as one of the most popular and widely used series. This is owing to their intrinsic merit. Thomson's Arithmetics also are still preferred by many teachers, and have been long used and are widely recommended. Of Robinson's Mathematical works, we have a very favorable impression and know them to be highly praised by professed mathematicians. We are not familiar with the Grammar and Histories.

THE INDEPENDENT SERIES OF OUTLINE, DESCRIPTIVE, PHYSICAL AND HISTORICAL MAPS. By George Schroeter, Chartographer of the American Geographical Society. New York: P. Reid & Co., 269, Canal St.

The official position of the author of these Maps should be a guaranty of unusual fitness for the work. The maps, as we have observed, are uncommonly well executed, and are very strong and durable. The peculiar features of the series seem to be judicious improvements, especially the construction of the different maps on the same scale. In no department of geography have we observed so much error and inaccuracy to prevail among pupils and teachers, as in Comparative Geography—owing principally to erroneous impressions given in childhood, by the use of maps of varying scales, in the same book or series. The profiles are also an attractive and useful feature. We commend these maps to the notice of teachers and school officers. (See advertisement on last page of cover.)

SCHUYLER'S ARITHMETIC, Published by Sheldon, New York, has been received, and will be noticed next month.

## PERIODICALS.

THE AMERICAN JOURNAL OF EDUCATION. Edited by H. BARNARD, LL.D. Published Quarterly, by F. B. Perkins, Hartford, Conn., $4,00 a year.

The Sept. No. of this sterling Educational Quarterly (which reached us too late for notice last month,) begins a new volume, and hence is a good number to begin a subscription with. Persons wishing to examine the work, with a view of becoming subscribers, can obtain a specimen number, by forwarding 75 cents, and 12 cents to pre-pay the postage.

The last number contains sixteen valuable articles as follows:

1. Memoir of Rev. E. C. WINES, D.D., L.L.D. (with portrait).
2. Moral Education, by William Russell.
3. The University.
4. History of the University of Tubingen.
5. Characteristics of the American College.
6. History of Harvard College.
7. School of Mines at Freyburg, Saxony.
8. Normal College at Battersea, England.
9. Secondary Education in Saxony.
10. Burgher School at Leipsic, Saxony.
11. Progress of Elementary Education in Scotland.
12. Subjects and Methods of Early Education.
13. Method and Examination.
14. Oral Lessons on Real Objects.
15. Lessons on Color.
16. Book Notices.

This Journal is not of a fugitive character, but the articles are all of permanent value, and the whole work, which is designed by Dr. Barnard to extend over a period of five

years, will form a rich Cyclopædia of Modern Educational Literature, in ten solid and compact octavo volumes, seven of which are now completed and ready. The memoirs of Pestalozzi, Raumer's German Universities and Papers for the Teacher, are included in the work though also published separately. The second volume of Papers for the Teacher is noticed below.

PAPERS FOR THE TEACHER. Republished from Barnard's American Journal of Education. Second Series. F. C. Brownell, N. Y.; F. C. Perkins, Hartford; Geo. Sherwood, Chicago. Price $1,00, in cloth.

This Second Series of this valuable compilation is now ready. Those who were fortunate enough to get the First, will need no urging to procure the Second. For those teachers who cannot afford to take the Journal itself, these selections will prove extremely useful. The annexed Table of Contents of the Second Series supersedes the necessity of further remark:

I. Introduction. School-Houses and their Equipment.
II. Object Teaching, by Thos. Morrison, of the Training College, Glasgow.
III. Specimen Notes of Lessons, from various authors.
IV. Gallery Training Lessons, by David Stow.
V. Prize Schemes for the Encouragement of a Knowledge of Common Things among Teachers.
VI. Necessity and Progress of Elementary Instruction in Economical Sciences.
VII. Teaching, with reference to Preventing Misery and Crime.
VIII. Progress of Elementary Eeucation in Ireland.
IX. Primary Education in the Model Infant School, Dublin.
X. Organization of the National Schools, in Great Britain.
XI. Progress of Elementary Education in Scotland.
XII. Early Educa tion, by Jas. Carrie, Edinburgh.
XIII. Method, by Jas. Morrison, of Glasgow.
XIV. Lessons on Color.
XV. Progress of Elementary Education in England.
XVI. British and Foreign School Society.
XVII System of Instruction in the Model Primary Schools, of the above Society.

LEWIS' NEW GYMNASTICS for Ladies, Gentlemen and Children, and Boston JOURNAL OF PHYSICAL CULTURE. Edited and published (Monthly) by DIO LEWIS, M. D. Boston. $1,00 a year.

We have received the first No. of this Journal—and it promises to be a capital thing. Dr. Lewis' "New Gymnastics," with the report thereon, were the attractive feature of the exercises at last session of the American Institute of Instruction. We shall have more to say next month. In the mean time, we can heartily recommend all interested to send on the dollar, and try the New Journal.

ARTHURS' MAGAZINE, for November. This enterprising and popular Monthly holds out rare inducements for the next volume. Now is the time to make up clubs.

ATLANTIC, for November. This number is about the best we have seen. The tone of this Magazine improves—grows more cosmopolitan and catholic, as its circle of contributors widens.

HARPER'S, for November. This is a capital number, and closes the volume. This old and popular montly never flags. For interesting and instructive family reading, it is unsurpassed.

THE

# Wisconsin Journal of Education.

VOL. V. DECEMBER, 1860. NO. 6.

## PHYSIOLOGY AND GYMNASTICS.

FROM MISS BEECHER'S WORK ON THE SUBJECT.

The art of *preventing* disease is surely superior to the art of curing it. Galen, the celebrated ancient physician, declared him to be the best physician who was the best teacher of gymnastics.

Gymnastics not only give fulness and strength to the muscles, but they increase force, flexibility, and dexterity of movement, and thus contribute to grace of person and skill in the use of the hands and other limbs.

Gymnastics, by opening the chest, and increasing the size and action of the lungs, give a tone and vigor to the whole organism. Debility, scrofula, rickets, and various deformities can thus be remedied.

Obesity, or an excess of fat, is almost certainly removed by such exercises. So a weak digestion, diseases of the liver, tendencies to dropsy, are all remedied by the increased activity of the muscles, and the consequent increased power of digestion.

Gymnastics, by increasing the circulation of the blood in the skin, render its complicated system more active in carrying off the seeds of disease, while its nerves become less impressible to heat and cold, and other changes in the atmosphere.

Gymnastics, as above remarked, have a most direct influence on the organs of digestion. The equilibrium between food and waste is re-established, sleep becomes regular, the senses are sharpened, and all the faculties invigorated.

In the commencement of consumption, in piles, and in other abdominal diseases, the gymnastic exercises are important means of cure. So in nervous debility, hysterics, and the evils of too early puberty.

It is known that scrofula often disappears with the use of gymnastics. Franke, the physician, says, "We daily see many children with large

stomachs, and constipation of the intestines, cured as soon as they begin to walk and run about in the open air."

Galen says, "If diseases take hold of particular parts of the body, there is nothing more sure to drive them out than diligent exercise." Herodicus, a celebrated ancient teacher, cured himself and many others of disease by gymnastics. Galen, who at thirty, was weak, became strong and healthy by devoting several hours a day to gymnastics.

Several other ancient wise men, with Lord Bacon among moderns, are quoted as declaring gymnastics to be almost a universal medicine; "because there is no disease whose further development could not be prevented, or which at its commencement could not have been cured by bodily exercise."

But the effect of gymnastics on the body is not their chief benefit. Says Montaigne, "It is the soul, and not the body alone, we educate, and we must not train the one without the other."

Plato, that wisest of the ancient philosophers, says, "Excess of bodily exercise may render us wild and unmanageable, but excess of arts, science, and music makes us faddled and effeminate. Only the *right combination* makes the soul wise and manly." The great Hufeland advises that children, till the seventh year, spend most of their time in bodily exercises in the open air.

"If young children are compelled to sit quietly in a room, and their young minds urged to action, we *take from them the noblest part of their strength, and consume it in the function of thinking.* Thus growth is retarded, the limbs imperfectly developed, the muscles weakened, the digestion becomes bad, scrofula perhaps appears, and then ensues a great predominance of the nervous system. Any *unequal* development of our faculties is injurious, and it is certain that mental exertions weaken the more they are unaccompanied by bodily movements. It is also certain that those who, *between their mental occupations, go through suitable bodily exercises, can work mentally much more than those who neglect this exercise of their bodily powers.*

"Gymnastics act on the courage, and produce independence and presence of mind. No man can possess much courage whose chest is narrow, and whose lungs are not fully developed.

"Gymnastics produce cheerfulness and regulate fancy and imagination. They also diminish a predisposition to moral faults that undermine health and bodily purity."

"Gymnastics strengthen the intellectual faculties. Says a distinguished writer, "If you wish to develop the mind of a pupil, exercise the body; make him healthy and strong, that you may make him prudent and reasonable."

Exercise assists the intellect by a suitable interruption to mental labor. Uninterrupted mental exertion makes the mind heavy and dull, and gives it a false direction.

The invigororation of the body by exercise diminishes the craving of the taste for sensual pleasures. Rousseau says, "All sensual passions are found in effeminate bodies, while the more they are roused the less they are satisfied. A weak body weakens also the mind."

A generous regard for the common good, and a willingness to make sacrifices for it, are most readily developed in a strong and healthy body. It is the feeble and sickly who are dwelling with morbid solicitude on themselves and their ailments.

"The feelings of friendship and all the generous sympathies are promoted by gymnastics practiced in concert with others, as also is a love of order and precision, and a habit of obedience."

Says the great Hufeland, "Give a child sufficient muscular motion, so that the store of nervous strength may be turned to the muscles of volition. Let a child exercise daily and often in the open air, *till fatigue follows*, and I am sure he will not think of vicious practices. These are the attendants of sedentary education in boarding-schools and other monastic establishments, where exercise is measured only by half-hours."

## THE WANT OF PHYSICAL TRAINING.

So deep is my conviction of the necessity of attempting to remedy this defect, that I cannot omit to speak of it without doing violence to my sense of duty. And indeed, present circumstances seem to me so favorable for commencing this improvement, that I confess I entertain strong hopes that it will be immediately undertaken.

*The principal remedy which I would suggest, is the introduction into all grades of our schools, of a thorough system of physical training, as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises in which every pupil shall be required to participate.*

I fully agree with an able author,* who has thoroughly studied this subject, that "a universal course of training of this kind, scientifically arranged and applied, in connection with obedience to other laws of health, might, in one generation, transform the inhabitants of this land from the low development now so extensive, to the beautiful model of the highest form of humanity."

* Dr. Lewis.

As to the practicability of making these physical exercises a part of our system of public instruction, I entertain no doubt. It might make it necessary to employ for a time, or perhaps permanently, one accomplished teacher in this department of education. Such a teacher can now be secured. The exercises which I would recommend, can be practiced without costly apparatus, and without a room set apart for the purpose; they contain all that either sex needs for the perfect development of the body, and are adapted to mixed schools, so that both sexes can perform them together. And, finally, these exercises would occasion no loss of school time, for experience has demonstrated that pupils will make better progress in their studies, by taking a half an hour daily from the school session for exercise, than by devoting the whole session to study.—*J. D. Philbrick, Supt. of Public Schools in Boston.*

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## DR. LEWIS' NEW GYMNASTICS.

### BAG GAMES.

Bags, large and small, I place among the *first class* in gymnastic apparatus.

*Bags, how made.*—They should be made of the strongest bed-ticking. The small ones to be cut, (for adults.) twelve inches square, and the seams sewed with strong linen thread, at least three-fourths of an inch from the edge. The large ones may be cut from sixteen to twenty-four inches square, and the seams made very strong, nearly or quite an inch from the edge.

The bags are to be three-quarters filled with white beans. Beans too old for table are best for this use. The small bags alone should be used during the first month or two, so I shall only describe exercises with these, at present.

*First Exercise.*—For example, suppose twenty ladies and gentlemen compose the party. The leader of the class announces, "All ready. Will you please nominate two ladies to choose sides." Miss A and Miss B are named, and elected. The ladies thus chosen taking their positions where they are to stand while engaged in the exercise, choose all the gentlemen first, and then the ladies. The gentlemen taking hold of each other's hands, will pass along behind the ladies, and then dropping hands will step in among them and thus intermingle with them as completely as possible. Now all taking hold hands the two parties are stretched out to nearly the length of their arms. The parties are to face each other at

about six feet distance. Now a box or two chairs must be placed at either end of each party. Ten or twenty bags are now to be placed at the head of each party, on the box. The parties being ready, the leader counts "one, two, three," and at the last word the bags are passed one by one, from hand to hand until they all reach the foot of the class, when immediately they are hurried back to to the head. The victorious party counts one in the game. Continue thus until the game which may be five or ten, is finished.

None of our most popular national games is so exhilarating and fascinating. I constantly see persons not mnch accustomed to the merry mood, laugh themselves into tears, by simply looking on at this exercise, while even Miss Fastidious, forgetting all "*propriety*," will cheer on the contestants.

*Second Game.*—All are to turn half round, facing the ladies who choose sides, and who are to be known as the captains of the companies. Now, walking up so that each can put his hands on the shoulders of the one standing in front of him, you are ready. The leader counts again, and at the word "*three*" the bags are to be passed backward over the head, *always with both hands*, and thus they are hurried on until they reach the foot of the class and are there laid on the box. Then all facing the foot, the bags are hurried back to the place of beginning, the victorious counting one, as in the previous game. Proceed thus until the game is finished.

It should be a rule that in passing the bag behind the head, it must be held there *with both hands*, until the person behind you take it. If it fall upon the floor much confusion follows. This game has some advantages over the first one. In my next I shall give additional games with the bags, viz: the third, fourth, fifth and sixth "*bag games.*" And thus, in several succeeding numbers of the paper, I shall give from four to six new games with the bags, small and large. When sufficient skill has been acquired I shall advise the substitution of large rubber balls, and other apparatus still more difficult to throw and catch.

I take the liberty to say here, that not only will the interest increase with the difficulties, but I trust I am not mistaken in the belief that the intelligent reader and gymnast will see all along through this series of exercises, evidences not only of some gymnastic tact, but of physiological study and care. Not one of the exercises in this or any other series, shall I publish, which I have not used in my private classes a long time, and found to be a real success.

I shall venture to suggest, that just here lies the deficiency in most works upon gymnastics. Their authors have had no practical acquaintance with the training they advise. Within the last few years I have

been frequently urged to publish a book illustrating my system, but my answer has been that the system was not yet sufficiently complete to justify such a work. The paper which I begin wi.h this number is not altogether obnoxious to the same criticism, for in this I can publish the additions, improvements, and corrections which time and constant experience may develop.

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### THE BLOW GUN.

This is a most invaluable means for securing a better respiration. We live in direct ratio as we breathe. He who breathes most and best, lives most and best. So generally is this understood, that every system of physical training, involves expedients particularly designed to improve the size and action of the lungs. The pupil is told to stand erect and fill his lungs to their utmost capacity, three, five or ten times, and to repeat the inflation morning and evening. But he finds the practice a source of some discomfort, and after the first enthusiasm, is about sure to abandon it. The great desideratum is some fascinating game which shall fill completely every part of the lungs, and at the same time enable the parties engaged to forget the question of health.

Between the two modes there is an essential difference. The same we have all experienced, between sawing wood and playing ball. In the former we intermingle with the strokes of the saw, the thought *for my health! for my health! for my health!* and no health comes on that very account, while with the latter we forget the purpose of the exercise, in a most delightful exhilaration, and so every function of the body receives the happiest and healthiest impulse. Thus as contrasted with the practice of filling the lungs by a simple and direct effort, for health, the use of the Blow Gun secures a still more complete inflation, associated with a game so pleasant and exciting that the class forgets the physiological purpose of the exercise.

*The Gun.*—The barrel is of copper, thirty inches long, with a bore of four-tenths of an inch. The bore is as straight as that of a rifle, and polished. The outside is well finished, while both inside and out it is thoroughly lacquered. The mouth-piece is likewise of copper, and silver-plated, to prevent the copper from affecting the lips.

*Arrows for the Blow Gun.*—They are turned from hard wood, with a screw running from end to end, the point projecting half an inch, sharpened so as to penetrate wood. The forward end near the projecting point has a strong brass ferule. The back end of the wooden part is turned down so as to admit the tying on a tuft of camel's or goat's hair, which, projecting backward, serves as a guide, just as the feather guides the Indian's arrow.

*The Target.*—For this exercise the target should be made of soft pine, round, and about twenty inches in diameter. Bull's eye in the center, and three plain circles at about equal distances apart. An arrow hitting the bull's eye should count twelve,—one within the first ring, six,—within the third ring, two,—outside the third ring, and hitting the target, one.

*The Shooting.*—Putting the arrow in the mouth-piece you are ready to shoot. Fill the lungs to their extent, and aiming the gun at the bull's eye apply the lips and make one sudden, forcible effort to blow the arrow through the gun and into the target. With good gun and arrows the accuracy and force are something wonderful. With a little experience one can fill his bag with small birds very soon.

The interest in target shooting in a company of ladies and gentlemen is inexhaustible, and the influence upon the lungs most happy. Indeed, I doubt if all the complicated and expensive apparatus in the way of breathing tubes, &c., ever invented, can compare with this simple and beautiful invention. From the time the thought first occurred to me and I had one made, my estimate of its usefulness has constantly grown.

Those who have weak lungs from any cause, will be greatly benefited by the use of the blow gun, while the game will be a never ending source of amusement.

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## HEAVY AND LIGHT GYMNASTICS.

Many efforts have been made to introduce gymnastics as an integra part of our American education. Much that is well considered and right has been done. We ought not to be surprised at numerous blunders.

Of all these mistakes, *heavy* training is the worst. In most gymnasia, the gymnast thinks he has done nothing unless he has lifted, pulled, and strained, until he sees stars. This is a most unhappy error, and has done much to compromise the value of gymnastics in the estimation of the public. Accidents of a serious character are not uncommon, while thousands have been made lame, sore and very naturally disgusted.

The same mistake is in the training or education of any of our domestic animals would be universally reprobated. If, for example, the horse educator or breaker were to adopt this heavy policy, he would be justly regarded unfit for his post. If the animal were designed for slow, heavy draught alone, perhaps it *might be admissible* to introduce, by way of preparation, carrying and drawing to his utmost capacity, though even in this case I think the training would be wrong. In fitting a horse for the race course, for the parade, or for carriage service, in all of which rapidity,

grace, and elasticity are desirable, we carefully and instinctively avoid all heavy exercises. To allow such horses to carry or draw their utmost, would prove very bad education. They would inevitably, if put through a course of such training, become slow, dull and ungraceful.

How sluggish and inelastic the cart horse, and yet not more so than the man who works with him, and who, like him, is engaged with heavy weights.

To leave this comparative discussion, let us examine for a moment the gymnasts of a circus company. How full of flexibility and grace every one of the company, with the single exceptiou of the man who does the heavy business—raises the anvil and cannon. Who ever saw one of these with elasticity and fine action.

If it is said that heavy exercises are necessary to firm, strong health, I reply by simply asking whether race horses are less healthy than cart horses? And whether it is supposed that the heavy performer in the circus is more healthy than the splendid riders and vaulters of the company? A circus manager of long experience and observation assures me that the very opposite is true, as between the heavy and light performers.

I have chosen to discuss the point in this simple way, but will now add, that every intelligent anatomist and physiologist knows very well that *lifting* and *heavy dumb bell exercises*, for example, are *very far* from the best means for securing that symmetry, flexibility, and easy, graceful action, which are so much more desirable than the ability to lift a cannon.

If gymnastic exercises ever become popular and universal, we must devise a system which embraces a *great variety* of exercises, involving a constant and pleasant change of attitude and motion, and an exhaustless fund of amusement and exhilaration. My own contributions to such a system, brought out during an active experience of many years, will be given in my journal, with abundant illustrations.—*Dr. Lewis.*

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## FRESH AIR.

People who shudder at a flesh wound, or a tinge of blood, would confine their children like convicts, and compel them, month after month, to breathe quanties of poison. It would less impair the mental and physical constitution of children, gradually to draw an ounce of blood from their veins during the same length of time, than to send them to breathe, for six hours a day, the lifeless and poisoned air of some of our schoolrooms. Let any man who votes for confining children in a small room,

and keeping them on stagnant air, try the experiment of breathing his own breath only four times over; if medical aid be not at hand, the children will never be endangered by his vote afterwards.—*Horace Mann.*

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Do you ever go into the bed-rooms of any persons of any class, whether they contain one, two, or twenty people, whether they hold sick or well, at night, or before the windows are open in the morning, and ever find the air any thing but unwholesomely close and foul? And why should it be so? And of how much importance is that it should not be so. During sleep, the human body, even when in health, is far more injured by the influence of foul air than when awake. Why can't you keep the air all night, then, as pure as the air without, in the rooms you sleep in? But for this, you must have sufficient outlet for the impure air you make yourselves, to go out; sufficient inlet for the pure air to come in. You must have open chimneys, open windows, or ventilators; no close curtains round your beds; no shutter or curtains to your windows; none of the contrivances by which you undermine your own health, or destroy the chances of recovery of your sick.—*Florence Nightingale.*

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## SCHOOL-HOUSES.

No traveled man, even of moderate observation, can have failed to notice the sad condition, and wofully forlorn situation of some of our country school-houses. They are a libel on the thrift of our people. This is especially true of New Hampshire and Vermont. Good people! it is deplorably true. In no other thing do you so neglect beauty, convenience, utility, and your own personal interests. Even your churchyards, which are another libel on your taste, if not on your thrift, with all their deformity, wildness, desolation, and hard-hacks, are pleasanter, better cared for and better located.

We speak advisedly when we say, the majority of our farmers have out-buildings for their cattle, sheep, and horses, better situated, in better repair, and more comfortable than some school-houses. This lamentable state of things is not the result of ignorance or poverty; for we suppose no other people in the world are so well enlightened, or so thrifty, as a class, as New England people—but of habitual neglect—carelessness.

The characteristics of these old school-houses it is not necessary to enumerate. We all have painful recollections of the wild, barren locality, the shed-like building, the dilapidated door, the patched and broken, blind-

less and curtain-less windows, the cracked and banded stove with smoking funnel, or the older and less comfortable fire-place, the high, hard, uncomfortable benches, the high and scarred desks, and the mephitic air of the low, unpainted, unpapered, unventilated room.

But modern ingenuity has done as much to improve school as dwelling-houses. It only needs to be appropriated to make them as comfortable, convenient, healthy and attractive.

The prime secrect of the difficulty is here: new school-houses, especially in small districts, ease the purse-strings somewhat; and it is an outlay of money the people do not expect to realize any immediate benefit from. And it is too much the character of our New England people to make their calculations in dollars and cents. And so the fathers cover their love of money by saying "the school-house is as good as when *they* went to school; the seats are as easy, the desks as convenient, the room as comfortable, the books and instruction better." They "don't hold to falling in with all these new-fangled notions." They pride themselves on being conservative men. But conservatism is more synonymous with fogyism, than love with moonshine.

If there is any reason why every school-house should not be pleasantly situated, surrounded by appropriate play-grounds, and built in modern style, this is none why they should not be furnished with every improvement of modern invention. The teacher's desk ought to be deemed no better furnished without a standard Dictionary, than the pulpit without a Bible. And suitable and reliable maps and charts are as appropriate and necessary on the walls of the school-room, as frescoings in churches and parlors. We think they would be of more benefit to children. Children, generally, don't love their books any too well; and don't study any more than is necessary in our common schools. Therefore it should be the study of parents to make the school-room in every respect as pleasant, convenient, and attractive as possible; as it is the study of educators to make their text-books interesting as well as useful. *Utile cum dulci* should be the motto of every one who has influence with children, everywhere. It would save a great deal of the labor of making crooked characters straight. Let "beauty and utility dance together" always, when they will.—*New Hampshire Journal of Education.*

[This article applies also to the meridian of Wisconsin ]

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HUMILITY is the first lesson we learn from reflection, and self-distrust is the first proof we give of having obtained a knowledge of ourselves.

## DUTIES OF SCHOOL DISTRICTS TOWARD THEIR TEACHERS.

In the various discussions which have arisen upon the subject of public instruction, much has been said respecting the duties and qualifications of teachers; and so high has the standard of moral and intellectual attainment been placed by some, that many an excellent teacher has turned away in sadness, mentally exclaiming, "Who is sufficient for these things?"

The general tendency of public discussion, so far as our observation extends, has been, either to set forth the high duties and responsibilities of teachers, or, on the other hand, to find fault with, and condemn, many time-honored modes and systems of teaching, whose only fault (if it be a fault) consists in their having been long and successfully used; and this, too, without offering a better system as a substitute. If it is due to the profession of teaching and to the welfare of those who are taught, that the duties and qualifications of teachers should be clearly stated and enforced, then it is also due to the sacred cause of public instruction, as an act of justice to the teachers, and to society whose highest interests they are laboring to promote, that we should also discuss the duties of *parents* towards the teachers of their schools.

These duties grow out of the relation which the teacher sustains to the parent and child—to the parent, as a co-laborer in the great work of fitting the child for usefulness and immortality, and to the child, as the *delegated voice* of the parent, whose instructions he is to treasure, and whose admonitions he is to respect and obey.

First, then, the teacher is entitled to the *highest confidence* of the parent, and its expression should be cordial and unqualified. It should be extended to the teacher at the very commencement of the school, and never be withdrawn, but for reasons which would render it proper to discontinue his services. Many an excellent teachers's usefulness has been crippled or destroyed, simply because this confidence was withheld or needlessly withdrawn. A fruitful source of distrust is to be found in the *reports*, which children are permitted to bring home and circulate, respecting the teacher, and in the countenance given to them by their parents. There are seldom wanting in district schools, pupils so *remarkably precocious* as to be quali ed (at least in their own estimation) to sit in judgment upon the character and attainments of their teacher, after an acquaaintance of only a few hours. Charges of severity, partiality, inattention or incompetency, which are frequently brought home by such pupils, and which have no foundation in fact, are often caught up by the

the parents, and dilated upon in the presence of their children. Thus they endorse and foster the practice of indiscriminate fault-finding,—a practice most mischievous and reprehensible. When children bring such complaints as these, they should be immediately silenced.

*Never*, as you value the highest interests of your children, never speak *a word* derogatory to the character of the teacher. Never allow *them* to do it. If there is any *real* or fancied wrong, go and speak with the teacher alone. Speak with kindness, speak with confidence. If a woman, let her feel that she has your sympathy and your friendship. Treat her, not as a servant, but as a co-laborer with you in the holiest work ever committed to mortals. Remember that she comes to make your interest hers. She comes to assist *you* in the work of educating your children. She comes to lay upon the altar of your children's welfare the costly tribute of her life's best energies, and to give the choicest years of her womanhood to the sacred task of developing mind and fashioning moral character. Receive her cordially. Bestow at once your fullest confidence. Listen to no aspersions from any quarter until they are confirmed by personal observation, from actually visiting the school, and then deal kindly, gently, faithfully. It may be the teacher is young, and needs the kindly admonition which a riper experience and a more intimate knowledge of human nature can afford. Let it be given, if given at all, in the spirit of Christian love. Every *true* teacher will regard such an act as a sure token of confidence, and will thank you for it from a grateful heart.—*Vt. School Journal.*

## PLAN OF EXAMINATION OF TEACHERS.

At the meeting of the teachers for examination, all who expect licenses should be present, and be provided with a pencil, half quire of paper, but no book, nor slate. Each takes his seat by himself, so that there can be no communication. The Examiner should be provided with sets of questions on all the branches, and such questions as none should be ignorant of who wish to teach. They should not be puzzles, but plain, practical questions. These should be printed on small slips of paper, or on cards. The Examiner passes round, for instance, the card with the questions in geography, and allows a suitable time for each to write his answers on his paper, which is then signed, and the Examiner takes them all up, whether finished or unfinished, and gives another card, which is written in the same way. After all are thus written, he puts them aside, each person's answers by themselves, and if he wishes, asks

other questions—ascertains how they would govern a school, &c., &c. or dismisses them. He then has time to examine and compare his papers, and can grade them so that all the schools shall be supplied with teachers, and those who are best fitted can have the first chance,—for they should have their licenses first,—and then, if there were not enough, second grade certificates might be given, or even third.

Let me now mention some of the advantages of this system. In the first place, it removes all embarrassment from teachers. Next, the Examiner need feel no embarrassment, because he knows nothing of how each is doing. Third, it exhibits, at one view, the penmanship, punctuation, spelling, order, clearness of explanation, neatness and dispatch of the candidate. Fourth, it prevents one assisting another, and no deception can be practiced. Fifth, the schools can be open for good teachers first,—the poor ones will have to be last, while it is just the opposite now, and I belive that this was the intent of the law for graded certificates. There are many more advantages, which any one can see for himself, and need not to be written here. I present this plan, fellow-teachers, for your consideration, and I offer it that you may examine it, criticise, and improve.—SOLON, in the *Rural New Yorker*.

## QUALIFICATIONS OF TEACHERS.

One of the first qualifications requisite, is a maturity of judgment that, in general, is only found in mature years. A mere school girl is not fit for a teacher. There is no doubt but in some instances we have employed persons too young for the positions assigned them, and have thereby tended to shake the confidence of our citizens in the schools. To properly manage and teach a school, the teacher needs to understand the *children*, as well as the subject matter to be taught. And to correctly understand children, to know their capacities and susceptibilities, to understand their temperaments, and the best mode of influencing them; demands a knowledge of the world, of men and things, and of human nature, to an extent seldom attained except in mature life. I doubt whether one person in fifty, though possessing sufficient scholarship and all the requisite natural qualifications, is fit to take charge of a school before twenty-one years of age.

Too much importance cannot be attached to the characters and principles of teachers. Their characters and sentiments, though never expressed in words, will magnetize the whole school with their mysterious power. It is not enough that teachers have no bad habits, that they be free from active vices, that they possess merely negative morality; they

should have such a delicate consciousness of their responsibility as will induce them to take a deep and active interest in the moral culture of their pupils. A teacher should possess a uniformly kind and generous disposition, entire self-control, an agreeable and affable personal address, and yet be energetic, determined and thorough.

Again, teachers must have their hearts in the work. Those who teach only for pay, who reluctantly go to school in the morning, and are impatient for release at night, have no business to assume the responsibilities of teachers, and will prove a curse to any place that gives them employment.—*Supt. of Zanesville, Ohio.*

## MAKE YOURSELF WORTH MORE.

Teachers' wages are low enough, but if we examine our common schools we shall find that most teachers get all they earn. They are worth little because they never tried to be worth much. They cannot take a Teacher's Journal, because they could not afford it. They cannot write for one—they are not used to composing. They cannot go to Teachers' Meetings, or Institutes, that takes time and money. They cannot own the books which will give them solid learning, their wages require them to economize. There is a plausibility in this reasoning, but it is short sighted. A man must serve his apprenticeship to any trade, and during his first few months or years, must give his time in order to secure his trade. Those who stint themselves in means of self-improvement save a few dollars at the outset, but lose the chance of going up higher. It is a false economy, sure to end in mediocrity or inferiority.—*N. H. Journal of Education.*

## LOVE.

[FROM THE GERMAN.]

My heart, I bid thee,—answer,
  How are love's marvels wrought?
"Two hearts, to one pulse beating;
  Two spirits, to one thought."
And tell me, how love cometh?
  "It cometh—unsought—unsent!"
And tell me how love goeth?
  "That was not *love which went!*"

For the Journal of Education.

## FAMILY READING.

The long winter evenings have again visited us. Now is the time to commence a course of reading. Every family should have a reading circle. This to farmers, mechanics and tradesmen, should be the season for intellectual harvesting. Nor should the selection of books of entertainment be from among fictitious works. Travels, Biography, History and Science claim, and should receive some attention, at every fireside.

When once the habit of evening reading is formed, it will be found that few things yield equal enjoyment. The mind will soon come to need it, as much as the body does the evening repast. It will be a charm to draw the inmates of home closer together. while it will be the means of enlightening and adorning the social circle.

To render this exercise truly profitable, the reading of the preceding evening should be reviewed in familiar conversation, and, if any unusual word or phrase, or any historical allusion occur, it should not be passed over unexplained. Teachers, especially, should gather a large stock of knowledge, from this winter's study. Z.

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## HOW TO USE YOUR FAMILY NEWSPAPER.

A family newspaper, if its name imports anything, ought to be a family affair. All the members of the domestic circle should be interested in it, and, indeed, trained to appreciate it as a part of the inner economy of the household life. The common practice that limits the use of the newspaper to the parents and grown-up children, deprives the family, as a family, of its benefits. To make it available for the good of all, it should be regarded as a centre around which the intellect of the household should be centered—a family table for daily mental nutriment.

Reading is ordinarily one of our most selfish enjoyments. Men and women who are liberal in every thing else are exclusive here. The spare hour or two in the evening that they can give to this exercise is private property—a quiet little Sabbath of their own, shut up in a pleasant parenthesis—which they are entitled to enjoy. But this is a sort of intellectual harem-life which is rather inconsistent with family culture. Not that we wish to convey the idea that there is to be no private reading and study—no books sacred to ourselves. Every one must have paths in literary fields that are silent to the tread of other footsteps; but in the family, mind and all its forms of action ought to be common. This

is Nature's law—as much so as kindness, sympathy, and love, with their retinue of graceful offices, are to be shared in by all the household. It is a law, however, that is constantly violated. Few families have any intellectual exercise in common. Aside from the familiar topics that constitute the staple chit-chat of the table and the fireside, they have no such thing as family mind, trained every day by contact with the same general truths, facts, incidents. One main reason of this has just been intimated; viz., the insulating habit of private reading. How, now, can this be remedied? There is at least one method that may be adopted with obvious advantage, and it consists in the proper use of a first-rate family newspaper.

Devote an hour each night that you may be able to command to this interesting work. Read aloud such such portions of the newspaper as may be suited to your purpose. Require one of the children to explain the geographical allusions; give arithmetical questions to another; get a third to point out bad grammar, and let the elder children make a rhetoric exercise of the best-written articles. The long columns of advertisments will suggest many profitable inquiries. Here you will have a machine that will call out their knowledge of mechanics as taught in natural philosophy; and there a cargo of sugar, coffee, etc., will practice them in the productions of distant climes. You will soon find that the newspaper, bringing together so many items of interest, will awaken their curiosity and excite their faculties; and thus whatever your children are learning at school will acquire a practical value by being used under circumstances to arouse the ambition and gratify the budding scholarship of the little students. In this way you will operate powerfully on the child's progress in education. One of the greatest difficulties in really and thoroughly educating a young mind is in exercising its powers in the application of knowledge.

Nor will the benefit end here. Every family ought to have a family education in the knowledge of the world. It ought to be trained to look out upon tha great sea of human life from the snug cove of home. Experience in the world is not the only way to know the world; and indeed it often happens, where there has been no previous introduction of the domestic mind to an acquaintance with the realities of existence, that experience is a bitter school. True manly experience presupposes the study of principles, maxims, sentiments; and by them the intellect and heart are prepared for an experimental intercourse with society. Every parent should see to this domestic work. Nothing is a better auxiliary to it than a good newspaper.

Apart from these effects, the bare fact that the different members of a family cultivate thought, taste, expression together, must strengthen the

ties of domestic sympathy, and enlarge the scope and action of their nature. There is a great need for this sort of blending in most families. If the Bible is excepted, what common educative influence of the domestic intellect have we? Nothing supplies this want, so far as everyday mind is concerned, so well as a moral, high-toned, earnest newspaper.—*Harper's Weekly*.

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## EDUCATIONAL ROLL CALL.

[At the late Annual Meeting of the American Institute of Instruction in Boston, it was voted that an evening should be set apart for a sort of roll-call, or a short speech of five minutes from some gentleman from each of the States represented in the meeting. We give the responses as they have been reported for the press.—EDR. JOURNAL.]

MAINE.—Mr. E. P. Weston, State Supt., spoke as the representative of this State, as follows: "Bounded by "way down east," extent, large enough to take the Bay State on its lap, and leave room for all her New England sisters beside; climate, said to have nine months of winter, and very cold weather the rest of the year; productions, a hundred bushels of oats to the acre, and great men for the other States. His five minutes being up, the President informed him that the rest of his lesson must be recited after school, whereupon he sat down amid shouts of laughter.

NEW HAMPSHIRE.—Mr. H. E. Sawyer said that New Hampshire boys did not like to recite after school, and that he should begin at the end of the lesson. The cause of education is advancing, though not with railroad speed. There are Teachers' Associations for the State, the counties, and even towns; increasing appropriations for educational expenditures and libraries. The greatest need is more good teachers.

MASSACHUSETTS.—Ex-Governor Boutwell was called upon to respond. He ascribed the excellence of the educational system of Massachusetts to the character of its founders. He spoke particularly of the necessity of elevating the character of Primary Schools, in which direction the efforts of the educators of this State had recently been specially bent.

RHODE ISLAND —Prof. S. S. Greene, of Brown University, said, if his speech was to be guaged by the size of the State, it would be at an end before it hardly began. (Laughter.) Their schools, said he, were progressing. They were going to erect a monument on one of their hills, in memory of one of their old teachers, Roger Williams, whom Massachusetts sent over to Rhode Island, some two hundred years ago. We thank

you for sending him to us, although we do not believe you deserve any credit for it.

CONNECTICUT —Mr. D. N. Camp, State Superintendent and Principal of the Normal School, had the pleasure and honor of representing the Nutmeg State. He made some humorous introductory remarks, which were received with applause, and then proceeded to speak enthusiastically of the excellent school system of that State.

NEW YORK.—Mr. J. W. Bulkley, Superintendent of Schools in Brooklyn, was proud to say that the Teachers of New York were the first to form a purely State Teachers' Association, and a journal as the organ of the profession. Evening Schools were doing more than any thing else to Americanize the foreign population. They also had Saturday Normal Schools, which were of great advantage to teachers.

PENNSYLVANIA.—Thos. H. Burrows, State Supt., spoke for this State as follows: He could say nothing in five minutes, about their 10,000 schools, and 15,000 teachers, or their 2,000,000 of children; so he concluded by inviting the American Institute of Instruction to come out of its shell, visit Pennsylvania with one of her meetings, learn a little geography, see the Dutch, and learn some of the humors of the people there.

OHIO.—Mr. M. T. Brown, of Toledo, liked the five minutes rule; by it, he would avoid being a bore. New England institutions had dotted Ohio, born in the Nutmeg State. In relation to education, he thought Ohio's foundations were broader than those in the east.

MICHIGAN.—Mr. Ira Mayhew remarked that the proceeds of the school lands have been $2,000,000. Annual taxes for education in the State, $500,000; total paid out for educational purposes each year is about $700,000, and 250,000 children receive instruction in the Public Schools. There are Union Schools established in villages, and the State has a Free University.

ILLINOIS.—Prof. Johnson, of Chicago, said: Although Illinois is a young State, she has accomplished much. In her villages are graded schools that would honor any of the older States in the Union. Their State, County, and Town Teacher's Associations are doing much to elevate the teachers; yet still their greatest want is able teachers, men of backbone. It is said that Massachusetts is the best State for teachers to go from, and he would say that Illinois is the best State for teachers to go to.

WISCONSIN.—Mr. Pickard, the State Superintendent of Schools, said that, like all young people, his State was full of hope and spirit, and it

was progressing rapidly in educational matters. Some fourteen years ago the State was covered with *paper* universities and academies, each claiming to teach all the *ologies*. These have passed away. Seven years ago a State Teachers' Association was organized, with a broad constitution, admitting everybody who claimed any interest in education. On meeting the second year, they found in attendance *six teachers and eight book agents*. The constitution was changed so as to admit only actual teachers. This year about three hundred teachers attended the annual meeting of their State Association.

IOWA.—Rev. McHenry Locke, stated the people there believe Iowa to be the nearest the center of the world, and more beautifully located than any other State in the Union; a climate most healthful; those who have consumption have to leave the State for permission to die. They also claim more land to the acre than any other State, because of the great depth of her soil. *Paper* provisions are made on magnificent scale for public education in our State. We consulted the best educators at the east in forming our laws, and we claim to have the best; and what is better, we think our society the cream of the country and of all nations.

MARYLAND.—Rev. Dr. McJilton, of Baltimore, responded. His State had no system of Common Schools; but it was the first to establish proper female High Schools, and the first to establish a Floating School. There were school systems in nearly all the counties. The State expends $800,000 annually for her schools, many of which are excellent. Baltimore spends $200,000.

NORTH CAROLINA.—In response to the call for this State, Mr. Elliott, a veteran teacher, stepped forward on the platform, amid rounds of applause. He said their school fund was small, because they were swindled out of the means provided for this purpose before the Revolutionary war, and that event had a great influence in stirring up the people in that State to engage in the war of American Independence. Besides the State subsequently gave all her public lands to the State of Tennessee to liquidate her debts. Recently they have been struggling to build railroads. The State has four thousand schools, which are kept open, free, for three months each year. The money for their support is raised by county tax and amounts to $1,35 for each pupil. Their school system had been without a head until six years ago, but there is now more progress.

SOUTH CAROLINA.—Mr. F. A. Sawyer, of Charleston, responded. Massachusetts and South Carolina had often stood together, and he hoped they would again. Carolina was not ashamed in matters of education to follow Massachusetts. The principal of every school in Charleston, and several of the assistants, were present at this convention. The speaker

gave an account of the educational reform which commenced in Charleston four years ago. That reform was extending into larger towns.

CALIFORNIA.—Mr. J. C. Pelton spoke enthesiastically of the extent and climate of the State; but regretted that he could not speak so highly of the schools. Nevertheless, they were doing much with their New England system and teachers. There are about 1,000 schools in the State; in San Francisco, 31 schools, with 10,000 scholars.

GERMANY.—Other States were called, but, no responses being made, the President remarked that, as some people regarded Germany as the "coming State," he would introduce Mr. Mellen, of Berlin, in Prussia. He said, "I like my country so much as you do like your own country;" he believed it was worth our attention to look at their system of compulsory education. He said, "We have not such large audiences at meetings for education, nor such universal interest in the education of the masses, as in America. I will go home to my country, and tell them that I have seen these go-ahead people in America, and tell them to go a-head, too."

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## SCHOOLS IN KENOSHA COUNTY.

Having had occasion to visit many of the district schools in this and the adjoining counties during the past year, I have become deeply interested in them, particularly those of the town of Somers, in this county.

I believe, taken as a whole, these schools excel those of any other town in the State. Among the more prominent, are those in District No. 11. in charge of Mr. H. Barnes, and District No. 2. in charge of Mr. George W. Rice. Messrs, Barnes and Rice are both young, energetic, but experienced teachers, and command high wages. Both taught in their respective districts last season, and are re-engaged for the coming term. Their schools exhibit a degree of mental discipline, together with a punctuality and regularity of attendance truly gratifying. In a term of five months, last winter, I learn that there was not one case of tardiness in Mr. Barnes' school, although many of the pupils reside from one to two miles from the school house.

The schools in charge of Mr. Briggs and Mr. Goffe are also worthy of note, and are fast nearing the standard of excellence for which the above mentioned schools are distinguished. This satisfactory state of affairs, is in a great measure owing to Mr. Catlin, Town Superintendent, and shows what a little well directed effort may do.

Respectfully, P. S. K.

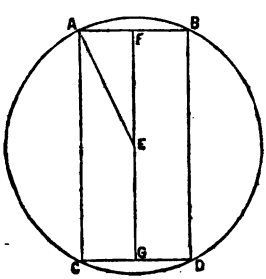
# MATHEMATICAL DEPARTMENT.

CONDUCTED BY T. D. CORYELL, A. M., OF THE UNIVERSITY OF WISCONSIN.

## THE MATHEMATICAL MONTHLY.

In a slip accompanying the *Mathematical Monthly* for November, (No. II, Vol. III,) the editor states that over one-third of the subscribers to the first volume, discontinued their subscriptions at its close; "including those who never intended to be permanent subscribers, as well as those who found the publication unsuited to their wants." We infer that few new subscribers have been obtained, and are sorry that so laudable an enterprise should meet with such meager encouragement. Much of this periodical is rather above the capabilities of some who are ranked as mathematicians, but there is much in it that can not but be of valuable service to all the cultivators of mathematical science. The editor will willingly give his time, and "any reasonable amount of the annual expense to keep the Monthly going." He deserves the encouragement of all, who like himself, are lovers of one of the noblest of the sciences.

The Monthly is neatly printed on an excellent quality of paper, and there are few libraries which would not be graced by the addition of the bound volumes. Subscription prices to the current volume, as follows: one copy, $3; two copies to one address, $5; five copies, $11; ten copies, $20; entire sets, (three Vols.,) $6. Address, Sever & Francis, Publishers; Cambridge, Mass.




*Solution of Problem No.* 45.*—Let $ABCD$ represent a section of the sphere through the center. The part of the sphere removed by the auger consists of the two segments $AB$, $CD$ and the cylinder $AD$. Let $x = EF$; and $y = AF$. The solidity of the cylinder is equal to $2py^2x = 2p(R^2x - x^3)$.

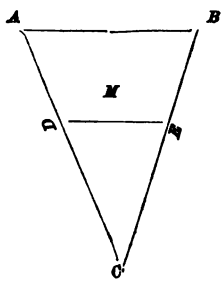
The solidity of a spherical segment whose altitude is $h = p\left(Rh^2 \frac{h^3}{3}\right)$

Substituting in this formula $R - x$ for $h$, and multiplying by 2 we have $2p\left(\frac{2R^3}{3} - R^2x + \frac{x^3}{3}\right)$ for the area of the segments. Therefore, by the

* The reader will observe that in this discussion $p = 3.14159$

conditions of the problem, $2p(R^2x - x^3) + 2p\left(\frac{2R^3}{3} - R^2x + \frac{x^3}{3}\right) = \frac{2pR^3}{3}$ Reducing, we have $x = \frac{R}{3\sqrt{2}}$ But $y = \sqrt{R^2 - X^2} = R\left(\frac{\sqrt[3]{4}-1}{\sqrt[3]{4}}\right)^{\frac{1}{2}} = 608{,}309\ R = 3.649{,}854$ inches.

JAS. M. INGALLS.




*Solution of Problem* 5.—By a well known formula, area $A\,C\,B = \frac{A\,B^2 \sin.A \sin.\,B}{2 \sin.\,(A + B)}$ (1)

From this take the given area $M$, and we have $\frac{A\,B^2 \sin.\,A \sin.\,B}{2 \sin.\,(A + B)} - M = P =$ area $D\,C\,E$.

By applying formula (1) to the triangle $D\,C\,E$ we readily obtain,

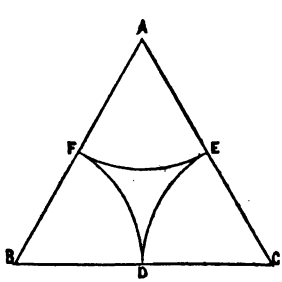
$$D\,E = \sqrt{\frac{2\,P \sin.\,(A + B)}{\sin.\,A \sin.\,B.}} \quad (2)$$

Then, $M \div \frac{1}{2}\,(A\,B + D\,E) = A\,D \sin.\,A = B\,E \sin.\,B =$ the perpendicular distance between $A\,B$ and $D\,E$; and also determines $A\,D$ and $B\,E$. If $(A + B) > 180°$, take $(A + B)$ from $360°$, and use the remainder for $(A + B)$: also add $M$ to the area $A\,B\,C$ to get P.

A. W. WHITCOMB.

NOTE.—Whitlock, in his Geom., has given a very pretty solution of this problem, but it requires the solution of a quadratic. What makes the above more simple is the fact that (1) and (2) each contain but one quantity not in the other.

A. W. W.




*Solution of Problem No.* 44.—Let $A$, $B$, and $C$, be the centers of the three circles. Then as their areas are to each other as one, two and three, their radii will be to each other as $\sqrt{1}$, $\sqrt{2}$, and $\sqrt{3}$. Let $R =$ the radius of $A$; $R\sqrt{2} =$ the radius of $B$; and $R\sqrt{3} =$ the radius of $C$. Then will $A\,B = R\,(1 + \sqrt{2})$; $A\,C = R\,(1 + \sqrt{3})$; and $B\,C = R\,(\sqrt{2} + \sqrt{3})$. The area of the triangle $A\,B\,C = \sqrt{\frac{1}{2}\,S\,(\frac{1}{2}\,S - a)\,(\frac{1}{2}\,S - b)\,(\frac{1}{2}\,S - c)} =$ by substitution and reduction, $R^2\sqrt{2\sqrt{3} + 3\sqrt{2} + \sqrt{6}}$. To find the angles $A$,

$B$ and $C$ we have by trigonometry cos. $A = \frac{AB^2 + AC^2 - BC^2}{2AB \times AC} =$ by reduction $\frac{1 + \sqrt{2} + \sqrt{3} - \sqrt{6}}{1 + \sqrt{2} + \sqrt{3} + \sqrt{6}}$ $\therefore A = 75° 5' 35''$. In a similar manner we find $B = 57° 2' 51''$; and $C = 47° 51' 34''$. The triangle $ABC$ is evidently made up of the three sectors $AFD$, $BFE$ and $CDE$, plus one acre, or 160 rods. The sector $AFD = .653,311\ R^2$; $BFE = .995,667\ R^2$; and $CDE = 1.252,957\ R^2$. Therefore $2.903,935\ R^2 + 160$* $= R^2 r\ (2r3 + 3r2 + r6) = 3.182,885\ R^2$. $\therefore R = r\left(\frac{160}{.282,950}\right) = 23.779,63$ rods $= AF$. $FB = Rr2 = 33.62947$ rods. $DC = Rr3 = 41.18753$ rods. JAS. N. INGALLS.

*Evansville Seminary.*

*Problem* 9.—Upon a plain is a triangular garden, its sides being 200, 340 and 180 feet. Opposite the largest side is a tower 64 feet in height, opposite the second side is a tower 16 feet in height, and opposite the shortest side is one 8 feet high, the towers standing upon the angles of the garden. Required the length of a ladder, that resting upon the plain may swing so as to touch the top of either tower.

Plymouth, 1860. S. LITTLEFIELD.

*Problem* 10.—Required the greatest rectangle that can be inscribed in a segment of a circle. LEROY CAMPBELL.

# SUPERINTENDENT'S DEPARTMENT.

## EXTRA APPORTIONMENT OF SCHOOL MONEYS.

In accordance with an act passed by the Legislature of last winter, an extra apportionment of school money will be made upon the 20th day of December, 1860.

This apportionment will be made upon the basis of the spring apportionment, i. e. the reports of 1859.

Town Superintendents will apportion also upon the same basis. Any changes that have been made in Districts since the Spring apportionment must be considered. The children who drew public money at that

* Owing to a lack of types for the radical sign, we are under the necessity of printing from this point, the letter $r$ in its stead.—[ED.]

time, will draw in the District where they are now found. For example: a District was divided in June.—20 scholars are set from it into a new District—the new District will draw for these 20 scholars, and the old District will draw for 20 less than before. A little care on the part of Town Superintendents will prevent all mistakes. The money could not be apportioned upon 1860 Reports, because at the time it was necessary to notify the County Boards of the amount they must raise to secure the next apportionment, the Reports were not all in this office; those that were filed could not be used without injustice to others.

The fund now distributed properly belongs to the School Fund Income of 1860, while the reports of 1860 are made the basis of apportionment of the Fund of 1861.

The amount apportioned will be at the rate of 14 cents per scholar, making the whole apportionment for the year, 64 cents per scholar.

## BACK NUMBERS OF THE JOURNAL FOR SCHOOL OFFICERS.

Back numbers of the Journal, (with one or two exceptions) for the past three years, will be furnished to school officers (Superintendetns and Clerks) in new towns and districts, on application to this office or to the Editor of the Journal of Education. Superintendents and Clerks who from any cause do not receive the Journal, will be supplied, on giving their post office address. Back or missing numbers due them, will also be sent on application. The Journal goes in some instances to persons no longer in office, and the proper persons do not therefore receive it. The Editor will always be glad to alter a wrong address of the Journal, on receiving the requisite information. In such cases, the name, and town (or district,) and post office address of the old officer still receiving, and of the new officer entitled to receive, should all be given. Numbers in possession of ex-Superintendents and Clerks, should be passed over to their successors, as public property. There are some towns, the Superintendents of which have not yet sent in a list of their Clerks; will they please do so?

The types played some strange freaks with my orthography last month. It must be charged to the account of chirography. My only object in this note is to transfer the credit given to ANDREW J. TRUE, as Superintendent of Cleveland, to its rightful and worthy owner, Hon. ANDREW J. FREEZE. Mr. True would doubtless have deserved the credit, had he been Superintendent.

J. L. PICKARD,
*State Supt. Pub. Inst.*

# EDITORIAL MISCELLANY.

## DEFECTS OF OUR SCHOOL SYSTEM.

### COUNTY SUPERINTENDENCY NEEDED.

A Public School System, that it may answer its proper ends, requires:

1. Adequate Pecuniary Provision for its support.
2. Adequate Apparatus for Instruction, including school-houses.
3. Provision for a Supply of competent and permanent Teachers.
4. A proper Arrangement and Gradation of the schools.
5. Adequate Supervision of the system.

Serious defects under either of the foregoing heads, will mar the efficiency of a school system, though not wanting in other respects. Our own System is defective in alll the particulars mentioned. It was adopted, not like that of Iowa, after a careful consideration of the wants of a new State, but was copied from that of New York apparently, and at a time when that State had dropped one most important feature of her system. Nor have any additions that have been made to the original plan, been more judicious. We propose therefore to notice the wants of our System, under the several heads indicated above, (taking up the subjects however in reverse order,) and to point out how these wants may best be supplied.

### I. DEFECT IN SUPERVISION.

No business, and especially, no branch of public service, can be expected to go on efficiently, without proper supervision. Passing by for the present other defects in our school-system, we will notice this first, as being one that can be most readily supplied, and because the supply of this want will most effectually prepare the way for supplying the rest.

It seems to be generally conceded that we need officers intermediate between the State Superintendent, and town and district officers. At present, the arrangement resembles the condition of a man whose arms should be paralyzed, or devoid of muscular power, the fingers alone remaining unaffected. The State Supt. is the head of the system, and the existing local school-officers are the extremeties—the fingers; but between the two, there is no sufficient connection, or medium of communication. In the discharge of the duties of these local officers, there is the greatest diversity, and in numerous instances, great inefficiency also; and though this results in part from the circumstances of a newly settled State, it is impossible for any sufficient personal scrutiny to be exercised by the State Supt. over the working of the system. He can by himself or his Assistant, visit a considerable number of important localities in the course of a year, and do much by lecturing and addresses in arousing and directing public sentiment. Much of this work has been done the past year. But it still remains true that the Head of the Department can do but little personally in overseeing the four

or five thousand local officers scattered over the State, and the still larger number of teachers employed in the schools in the course of each year.

It has long been conceded therefore, and is now quite generally felt, we believe, that we need a new wheel in the machine. The reiterated recommendations of State and Town Superintendents, the voice of the principal Teachers of the State, as expressed in the proceedings of the State Teachers' Association, and various articles from time to time, editorial or otherwise in the *Journal*, all point to the County Superintendency as what we need. New Hampshire has the office, under the title of County Commissioner, and public education is there progressing materially in consequence. In Vermont, the schools improved while the office existed, and went backward when it was abolished. It is well known that great good was accomplished by it in New York, and that State has been obliged to restore it in the modified form of Assembly District Commissioners. In Pennsylvania, an astonishing progress has been made in school affairs, during the six years that the office has been in operation. Ohio, Indiana and Illinois have the office in some of its features, and Iowa adopted it in full—though she has of late most unwisely and unfortunately shorn the officer of an important part of his duties—that of visiting the schools in his jurisdiction. Wisconsin ought to have the office at once; and the only question is, how to get it, and how to adjust its details.

After considerable opportunity for observation in Vermont and Pennsylvania, as to the working of the office, and a good deal of thought about the whole subject, we have reached these conclusions:

1. That it should be an appointed and not an elective office. The County Superintendent should be regarded in fact as a sort of head teacher in the county or other jurisdiction given him, and to have him elected on a political ticket, would be as unwise as to elect other teachers in the same way. And yet it will be difficult we fear to make people think so. But we are very earnest in the conviction, that if we are to have the office, it must be kept entirely clear of politics. The best plan on the whole would be to have the incumbent appointed by the Town Superintendents, and the field of choice left as wide as it is in the selection of teachers.

2. As to qualifications, the incumbent, besides being a person of the best Christian character, should be a man of thorough education, of considerable skill and experience, in the actual work of teaching, well posted in educational affairs, possessed of good executive and administrative capacity, and of the power of effective off-hand speaking in public. It will not do to appoint some ante-diluvian dilapidated teacher, who has been ten years laid on the shelf, nor a mere novice, nor a broken down clergymen, lawyer or physician, nor any one in short, but a "live man," having the elements of an intelligent active educator about him. Mistakes in this direction, if not fatal to the success and continuance to the office, would be most disastrous.

3. It results therefore that the office should have a respectable salary attached to it; such a salary as will command the services of competent men. A half

salary, securing only half the time and attention of the officer, would be poor economy. In no other important business, would it be thought wise to employ a man to oversee it, who should have another kind of business to attend to. But here is the rock of difficulty. Precisely because it will involve considerable expense to secure such supervision of the schools as is needed, the proposition to establish the office will be opposed. Still we hope the opposition may not long be successful.

4. The functions properly pertaining to the office have already been in part implied. What is needed, is first a competent officer to examine and license teachers, in each county, granting certificates only upon some reasonable minimum standard of qualifications, and grading the certificates properly, up to the highest standard. At present there are always twice as many applicants as schools, and it often happens, through incompetency or favoritism in the examiner, or the urgency of district officers who are bent upon having a "cheap teacher," that certificates are given to those entirely incompetent, and that persons much better qualified obtain no situation. This would at once be done away, under the proposed change. But besides sifting out the better class of teachers, and rejecting the chaff, a proper system of examinations would supply a powerful stimulus to improvement. Those who felt themselves deficient, would seek to supply the deficiency, and those better qualified would still need to make advancement, in order to maintain their place. The system of graded certificates operates most beneficially in the same direction. Besides his supervision of the licensing of teachers, the County Supt. should visit their schools, and oversee their work, giving advice and assistance where needed. This is especially important for inexperienced teachers.

It would of course pertain to the functions of the County Superintendent to take an active part in the Institutes which are now doing so much to stimulate improvement among the teachers. Through his efforts, more Institutes would be held, better arrangements made, and a far more general attendance secured. It would soon be found that those who kept away from the Institutes, would generally be permitted to keep away from the schools.

The County Superintendent would form a much needed link between the Head of the School Department and the local officers, for all purposes of intercourse. A much better system of reporting could be secured; much of the correspondence that now presses so heavily upon the State Superintendent could be obviated, as a County Supt. could just as well answer many of the questions asked, and regulate many of the little difficulties and differences that arise in the towns and districts. In short this officer might well constitute a sort of local court in school-disputes, the right o appeal to the State Supt. being still reserved.

5. The territorial extent of jurisdiction is a somewhat difficult point. If the counties were of tolerably uniform size and population, it would be best to have one Superintent for each county. About 100 schools, or about 25,000 population will afford a sufficient field of labor for one man. Without going into details, it is sufficient to say that a considerable number of the older counties come not

very far from this standard, and will not vary materially, for several years, from their present number of schools. In those counties, the schools tend to grow larger, as population increases, rather than to increase in number. Two or three of the larger counties, might require two officers. The new and less populous counties might be formed into groups, under one officer, allowance being made for distances to be traveled. As often as should be necessary, these jurisdictions should be divided, under the direction of the State Superintendent, and additional officers appointed.

But we have already exceeded our space, and must leave the subject. We hope see a well digested Bill providing for this much needed feature in our School System, brought before the Legislature, and that it may pass. We were under the impression, till recently, that the committee appointed by the Legislature, on the revision of the School Laws, consisting of Dr. Barnard and Messrs. Draper and Pickard, was still in being. But such seems not to be the fact. Mr. Pickard however, in his official capacity, will we think recommend some change in our present system of supervision, in his first Report. The committee of the State Teachers' Association, which is still continued, and of which Mr. Pickett is chairman, will find encouragement, we hope, to again approach the Legislature on the whole subject originally placed in their hands. If we can get the County Superintendency this winter, that will prepare the way for all other needed changes.

## PHYSICAL EDUCATION.

We devote considerable space to this subject in the present number, as being that part of education which has been most neglected hitherto, and which at this juncture, is of great national importance. As a people, bad health is the rule with us instead of the exception—especially among the female portion of society, and as a necessary consequence, physical deterioration has begun. Attention is now being much drawn to the subject, and the remedy must be faithfully applied in the nursery and in the school-room. We do not pretend to decide between the respective merits of the "Heavy and Light" Gymastics, but think Dr. Lewis has common sense on his side. Some may think he has also non-sense; but a little of that is after all necessary, as the sauce of recreation. It is a duty to laugh as well as to exercise our limbs, and he who makes us laugh, innocently and healthfully, is a public benefactor. We shall keep our readers "posted" in regard to Dr. Lewis' system.

## EDUCATION ON THE FRONTIERS.

Being at Appleton not long since, at an Institute, we had an opportunity through the politeness of Profs. Mason, Knox and Pomeroy of visiting Lawrence University. To find a flourishing Institution of Learning, projected so far upon the frontiers of civilization, occupying a massive edifice, with a respectable library, varied apparatus of instruction and a large number of busy students, gives one a singular impression of the energy and thoughtfulness of our western pioneers, and is another illustration of the activity of the religious denomination, (the Methodist) having the College under their patronage.

At Eau Claire, quite as far north on the other side of the State, we found a decided interest also in the work of education—indicated by a call for a two week's Institute, and a desire for good schools. The settled clergymen of the villages of East and West Eau Claire, are both at work for the young. The former, Mr. McNair, assisted by a competent female teacher, has a school under his care, designed among other things, to furnish facilities for those who expect to teach; the latter, Mr. Kidder, assisted by his daughter, has taken charge of the Public School on the west-side. Such evidences of educational interest, are among the hopeful signs for the future of the State.

We have good accounts also from Pierce county. Mr. SAMUEL T. LOCKWOOD, late of Burlington, has taken charge of the Public School at Prescott, with encouraging prospects, and we are glad to hear that he has "pupils who, if regular in attendance, will help to form a school worthy of the county-seat of the "Banner County" of Wisconsin." At River Falls, a Normal Class is in training in the Academy, for the work of teaching.

## THE CLOSE OF THE FALL INSTITUTES.

In addition to those of which some account has been given in late numbers of the Journal, Institutes have been held at West Bend, Fox Lake, Eau Claire, Durand, Liberty and Oshkosh. There is yet to be one we believe at Oconomowoc, and one at Monroe, which will close the series. Mr. Allen's notes not being yet completed, we reserve the concluding portion of his Diary for the Series, till next month, when a fitting opportunity will be furnished for some remarks upon the results of these gatherings of teachers, and some suggestions as to the future.

## MEETING OF TEACHERS' ASSOCIATION AT FORT ATKINSON, NOVEMBER 23d AND 24th.

In spite of the storm a goodly number of Teachers assembled for a days' session of the association. The exercises consisted of a Lecture Friday evening, by the State Superintendent, and Institute exercises during the day, Saturday.

That the Teachers of the vicinity of Fort Atkinson are *alive*, can be proved beyond a doubt by the statement that after closing school Friday afternoon, some walked five or six miles and one walked thirteen miles to get to the Lecture Friday evening, and this too in the face of as severe a storm as we have had during the year. During the winter this Association holds its meetings once in two weeks, and must be doing a good work.

The citizens of Fort Atkinson evinced their interest in the good cause by a quite full attendance upon the exercises.

The upper department of the School at Fort Atkinson, under charge of Mr. Purdy has passed from a Private School into a Public School. Nearly half the pupils are residents of other districts and pay tuition as before the change. The building used for the school is a very neat structure, and was erected at a cost far below that of most buildings of its size and general arrangements. P.

The Maine and Massachusetts State Teachers' Associations both held their Annual meetings in Thanksgiving week, the former at Lewiston, the latter at Concord.

RACINE SCHOOLS.—The following facts we take from the educational column of the *Racine Advocate* They are important as showing the *attendance* and *cost of tuition* for 1859–60, in the city of our State where school discipline has, perhaps, been most thoroughly established. The cost of tuition is low, compared with that of large cities, east or west.

*Whole No. Registered since September 12, 1859.*

| | |
|---|---|
| Primary Department, | 1259 |
| Intermediate and Grammar Department, | 603 |
| High School Department, | 167 |
| Total, | 2029 |

*Average No. of Members.*

| | |
|---|---|
| Primary Department, | 748 |
| Intermediate and Grammar Department, | 379 |
| High School Department, | 112 |
| Total, | 1239 |

*Amount Paid to Teachers.*

| | |
|---|---|
| Primary Department, | $3,275 |
| Intermediate and Grammar Department, | 3,365 |
| High School Department, | 2,184 |
| Total, | $8,824 |

*Amount Received for Tuition in each Department.*

| | |
|---|---|
| Primary Department, | —— |
| Intermediate and Grammar Department, | $ 85 |
| High School Department, | 797 |
| Total, | $882 |

*Cost Per Scholar of No. Registered.*

| | |
|---|---|
| Primary Department, | $2 52 |
| Intermediate and Grammar Department, | 5 58 |
| High School Department, | 13 08 |

*Cost per Scholar of average No of Members.*

| | |
|---|---|
| Primary Department, | $4 38 |
| Intermediate and Grammar Department, | 8 77 |
| High School Department, | 19 50 |

*Cost per Scholar after deducting income from tuition and Normal Fund.*

| | |
|---|---|
| Primary Department, | $4 38 |
| Intermediate and Grammar Department, | 8 65 |
| High School Department, | 12 38 |
| Whole number registered during the year, | 2029 |
| Average number of Members, | 1239 |
| Per cent. of Daily attendance, | 94 1-6 |
| Number of seats in School buildings, | 1298 |
| Average number of Teachers, | 23 3-4 |
| Average number of Scholars to a Teacher, | 52 |
| Average Salary, | 371½ |
| Cost per scholar for tuition of No. registered, | 4 34 |
| " " " of average No. of members, | 7 20 |
| " " " of average No. of members after deducting School Fund income, tuition of foreign scholars and Normal Fund income, | $5 20 |

*Average Age of Pupils.*

| | |
|---|---|
| Primary, | 8 |
| Intermediate and Grammar, | 12½ |
| High School, | 16½ |

## CHIPS OF INTELLIGENCE.

Garibaldi has a son in a Protestant College near Liverpool.....A Normal School was recently opened in Chili, South America.....Robert Pangborn, of Rising Sun, Ind., born in 1725, in New York, when it contained 500 houses, is 135 years of age, and probably the oldest person in the United States. He was fifty years of age when the war of Independence began.....Ralph Farnham, of Maine, aged 105, is the only known survivor of the battle of Bunker Hill. He lately visited Boston by invitation of Gov. Banks, Mr. Everett and others..... Rembrandt Peale, the celebrated painter, best known by his "Court of Death," died lately in Philadelphia, aged 83.....The oldest graduate of Yale College, is Joshua Dewey, of Watertown, New York, aged 93. He recently beat all the youngsters in target shooting, putting the ball in the center of the target, at 25 rods.....The 13th Annual Term of the N. E. Female Medical College opened last month in Boston.....The Pennsylvania Training School for feeble minded children received 56 inmates during the past year. Wisconsin needs such an institution to complete her circle of Public Charities.....Of each 1000 new books, about 600 pay for printing; 100 perhaps, or one tenth, prove remunerative; and probably one out of the thousand may acquire a permanent place in literature. ....New York is now said to be the third city in the world in population, and the second in commercial importance.....A continuous line of rail roads now extends from Bangor, in Maine, to New Orleans, and a continuous telegraph from New York to Brownsville, in Nebraska.....The new planet discovered at Cambridge, is only 20 miles in diameter and the immense meteor which passed through the upper portion of our atmosphere a few months ago, is estimated by Prof. Bond, of the Cambridge Observatory, to have been one-fourth of a mile in diameter, and to have moved 20 miles in a second.....The Freshmen class of Yale numbers 150.....The artesian well at the State House in Columbus, Ohio, has reached a depth of four feet over half a mile, and no water.....Lord Brougham, author of the saying, "the school master is abroad," is now 82 years of age and full of vigor ....Amherst College has established a Professorship of Hygiene and Physical Education, and appointed the eminent Dr. J. W. Hooker, of New Haven, Professor.....Mr. J. A. Sewell, of Mass., has been elected Professor of Botany, Physiology and Chemistry, in the Illinois State Normal School..... Harvard University has 896 students in all departments, of whom Massachusetts furnishes 592, and of these Boston sends 237. Of the 106 last graduates, 87 were drinkers and 60 smokers, and 58 did both. We do do greatly wonder that 29 wore spectacles for short-sightedness.

## A NEW BOOK.

Please read the Advertisement of a forthcoming work, entitled the "Foreigner's Book of American Knowledge," and subscribe. We have read most of the Ms. of the work, and know it to be deserving of patronage. Moreover, it is a Wisconsin production. We will furnish the first vol. with the Journal, for $1 75.

## TO CONTRIBUTORS.

We have articles in hand for the Journal from S. C., and G. D H., which wil appear next month. We thank J. E. for his communication, but suppose it not intended for publication.

# BOOK TABLE.

EDUCATION: Intellectual, Moral and Physical. By HERBERT SPENCER, author of "Social Statics," "The Principles of Psychology," and "Essays, Scientific, Political and Speculative." New York: D. Appleton & Co., 443 and 447, Broadway, 1861.

This work originally appeared in four Essays, in the British Reviews. They are first collected and published in book form in this country, from the refusal of one of the Reviews to allow the article contributed to it to be republished in Great Britain. The book marks an era in the discussion of education. We deem it of so much importance as to deserve something like a review in a future number. In the meantime, we commend it to the attention of all who wish to see the subject discussed in a profound and philosophical manner. The work is advertised in the present number. We are happy to learn that the author's more elaborate works are about to be issued by subscription, in a serial form. The publishers of the present book will receive subscriptions, in this country, and have already the names of our leading scholars and authors.

A HIGHER ARITHMETIC; embracing the Science of Numbers, and the Art of their Application. By A. SCHUYLER, A. M., Principal of Seneca County Academy, and Professor (elect) of Mathematics in Baldwin University. New York: Sheldon & Co., 115 Nassau street.

This work professes to be a suitable compromise between the old "dogmatic" method, of rules without reasons, and the "exclusively Analytic method," which discards all rules—and the design seems to be judiciously carried out. The introductory matter, of definitions and first principles, is quite full, some new things are given in Notation and Numeration; useful summaries are appended to each subject, and the author discusses the topics of Contractions, Fractions, Properties of Numbers, Ratios, Proportion, Percentage and Alligation, in an ingenious, and in some instances a novel manner. He judiciously remarks that some knowledge of Algebra is very useful to those who "desire to acquire inventive power or become good Arithmeticians;" departing in this from the common but we think erroneous notion, that Arithmetic must be "finished," before Algebra or Geometry are taken up.

MAGAZINES.—READING FOR FAMILIES AND SCHOOLS.

Now is the time for winter reading. We mention several of the best periodicals of different kinds which reach us, and most of which our readers, who wish for both, can obtain on more favorable terms, by clubbing with the Journal. This offer to club has reference to new subscribers only.

ATLANTIC, commences a new volume with January, and among other attractions, will publish a New Tale by Mrs. Stowe. $3 a year; to teachers and clergymen, $2; to any person, with the Journal, for $2,75. We have already made up quite a club.

HARPER'S begins a new volume this month. It will publish a New Tale by Thackeray, and abounds in illustrated Papers on scenery, adventure &c. $3; to teachers, $2, and with the Journal, $2,75. We would like to make up a good club.

ARTHUR'S begins with January. For numerous attractions, Prizes &c., see Advertisement on the cover. $2; with the Journal, $2,25. Now is the time to club.

HOME AND SCHOOL JOURNAL, Eberhart & Co., Chicago; 50 cents a year. We have noticed and commended this paper before. It is good and near home. With the Journal $1,25. The next volume begins in March.

CLARK'S SCHOOL VISITOR; a capital and beautiful thing; 50 cents a year; see advertisement on the cover of the Journal last month. With the Journal, $1,25. The present volume began with October.

THE GEM; by James Challen & Son, Philadelphia; 30 cents a year; four copies, $1; by the hundred, 12 cents a copy, Suitable for Sunday as well as week-day reading.

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# Wisconsin Journal of Education.

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## PRIMARY SCHOOLS, AND THE TEACHERS THEY NEED.

Any scheme of school organization will be imperfect which does not include special arrangements for the systematic training and instruction of very young children, especially in all cities, manufacturing villages, and large neighborhoods. Among the population of such places, many parents are sure to be found, who, for want of intelligence or leisure, of constancy and patience, are unfitted to watch the first blossoming of the souls of their children, and to train them to good physical habits, virtuous impulses, and quick and accurate observations; to cleanliness, obedience, openness, mutual kindliness, piety, and all the virtues which wise and far-seeing parents desire for their offspring. The general result of the home training of the children of such parents, is the neglect of all moral culture when such culture is most valuable; and the acquisition of manners, personal habits, and language, which the best school training at a later period of life can with difficulty correct or eradicate.

No one at all acquainted with the history of education in this country, can doubt that the establishment of the Primary School for children under six years of age, in Boston, in 1818, as a distinct grade of schools, with the modifications which it has since received there, and elsewhere, from the principles and methods of the Infant School system, has led to most important improvements in the quality and quantity of instruction in our public schools, and the sooner a Primary School properly organized, furnished and managed, can be established in every large neighborhood, and especially in the "infected districts" of cities and manufacturing villages, the more rapid and more thorough will be the progress of education.

Its doors should stand wide open to receive such children as are abandoned by orphanage, or, worse than orphanage, by parental neglect

and example, to idle, vicious, and pilfering habits, before the corruptions incident to their situation have struck deep into their moral nature, and before they have fallen under the alluring and training influences and instruction of bad boys who infest such regions, polluting the atmosphere by their profane and vulgar speech, and participating in every street brawl and low-bred riot. From all such influences, the earlier the children of the poor and ignorant are withdrawn, and placed under the care and instruction of an Infant or Primary School, the better it will be for them and for society. But in every locality the Primary School should be established, and brought as near as possible to the homes of of the children, in order to secure their early and regular attendance, and to relieve the anxiety of parents for their safety on their way to and from school. The peculiarities of play ground, school-room, and teachers required for this class of shools, should be carefully studied, and promptly and liberally provided. The school-room should be light, cheerful, and large enough for the evolutions of large classes,—furnished with appropriate seats, furniture, apparatus, and means of visible illustration, and having a retired, dry, and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery, and shade-trees, which they should be taught to love and respect. The play-ground is as essential as the school-room for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils.

To teach these schools properly, to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the exercises, without over-exciting the nervous system, or overtasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to preserve and quicken a tenderness and sensibility of conscience, as the instinctive monitor of the approach of wrong,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready, and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, requires in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, "in whose own hearts, love hope, and patience have first kept school," and whose laps seem always full of the blossoms of knowledge, to be

showered on the heads and hearts of infancy and childhood. In the right education of early childhood, must we look for a corrective of the evils of society in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little, if any, perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause.—*Introduction to Dr. Barnard's Papers for the Teacher, Second Series.*

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## THE SCHOOL HOUSE PLAY GROUND.

The school-house should stand in a dry and airy situation, large enough to allow a spacious play ground. No pains should be spared on this principal and paramount department of a proper infant school. The more extensive the ground may be, the better; but the smallest size for 200 children, ought to be 100 feet in length, by at least 60 in breadth.—It should be walled around, not so much to prevent the children from straying, as to exclude intruders upon them, while at play; for this purpose, a wall or close paling, not lower than six feet high, will be found sufficient. With the exception of a flower border, from four to six feet broad all round, lay the whole ground, after leveling and draining it thoroughly, with small *binding* gravel, which must be always kept in repair, and well swept of loose stones. Watch the gravel, and prevent the children making holes in it to form pools in wet weather; dress the flower border, and keep it always neat; stock it well with flowers and shrubs, and make it as gay and beautiful as possible. Train on the walls cherry and other fruit trees and currant bushes; place some ornaments and tasteful decorations in different parts of the border—as a honeysuckle bower, &c., and separate the dressed ground from the graveled area by a border of strawberry plants, which may be protected from the feet of the children by a skirting of wood on the outside, three inches high, and painted green, all round the ground. Something even approaching to elegance in the dressing and decking of the playground, will afford a lesson which may contribute to refinement and comfort for life. It will

lead not only to clean and comfortable dwellings, but form a taste for decoration and beauty, which will tend mainly to expel coarseness, discomfort, dirt, and vice, from the economy of the humbler classes.—*Mr. Wilderspin, quoted in Papers for the Teacher.*

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## SCHOOL SUPERVISION AND SCHOOL COMMISSIONERS.

[In Illinois, the County Superintendents of Schools are called School Commissioners. We ask careful attention to the article below, as showing clearly the importance of the office, and how alone its full benefits can be realized, viz: by having competent men appointed to do the whole work needed, and paying them properly for it. The writer of the article is evidently and experienced and judicious Educator.—Ed. Journal.]

We can never expect a uniformly efficient system of schools without a judicious School Supervision. As the School Law of this State now is, there is no provision for the visiting and superintending of schools by the School Commissioner. It is true the Law makes him the Superintendent of the Schools of the county, and says he shall "visit the Schools as far as practicable." But it makes no provisions to *pay* him for this labor; every one knows that it is not practicable for a man, who must earn a livelihood by his labors, to give his time, and incur the expense necessary in visiting Schools without receiving a remuneration for it. The law does not contemplate this. As it now stands the Law is simply and necessarily a dead letter, so far as it regards actual School Supervision and visitation. It is true, in some fifteen or twenties counties in the Northern and central parts of the State, in which the people are more alive to the cause of education, the Supervisors have appropriated a sufficient amount to defray the expenses of a "Teachers' Institute," and the visitation of Schools by the School Commissioner. But in other counties the Supervisors refused to do so, because they did not believe that the Law contemplated or warranted it. In some again they refused to make appropriations because they did not care enough about Schools; and in others the matter never received a thought.

In this state of things it seems to be desirable to have the Law so amended as to establish a system of School visitation in every county in the State. If this be done, and then good men are selected—practical educators—to fill the office of School Commissioner in every county, then may we expect in due time to see what all good and wise men so much desire to see—a thorough and living system of education in every part of

our noble Prairie State. This we believe the people generally desire.—In this part of the State we *know* they desire it, for we hear it from the lips of every friend of education;—and education has many friends even among those who have never enjoyed its advantages. We trust the wisdom of our next Legislature will treat this matter as it deserves.

There are, no doubt, some who will offer objections to the Superintending of County Schools, and will urge that the expense involved will be too great. There are also some who seem to think that a man who loves it can labor in the Free School cause for the mere *satisfaction* of it!—None of the above views bespeak the philosopher or the warm-hearted friend of Schools.

We submit whether it is justice or wisdom to pay other county officers fairly remunerative salaries for their services and withhold the same from the School Commissioner? Much less is it justice or wisdom to pay the other leading county officers almost exhorbitant salaries, as is the case in a number of counties in this State, and allow the School Commissioner *nothing* for visiting Schools? In such a case, the School Commissioner either does not visit the Schools at all, or he does it as a *gratuity* for the sake of the Schools and because his heart is in the cause. If he is fit to visit schools, he ought not to be asked to do it for nothing—if he is not fit, a man ought to be appointed who is fitted for the business; and there are comparatively but very few men who are in every respect qualified to superintend the educational interests of a county, though we are aware that there are many in the community who do not look upon it in this severe light. If we ever have good schools, we must have qualified superintendents, who will be close in their examinations, and afford their teachers every opportunity for instruction and improvement. They must also address the people and awaken a more lively interest among them.—They should give their full time and best thoughts to the cause, and if they do that, they ought in all justice to be paid for it.—*Northwestern Home and School Journal.*

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SENSIBLE.—Let parents make a census of their families; and if they find any children under ten years of age, let them *taboo* the winter school house to these little ones. It may do to let those eight years old attend the summer school; but none under ten should go to the winter school.—*Sayracuse Journal.*—[Instruct them at home.]

## GEMS.

There are some happy moments in this lone
And desolate world of ours, that well repay
The toil of struggling through it, and atone
For many a long sad night and weary day.
They come upon the mind like some wild air
Of distant music, when we know where,
Or whence, the sounds are brought from; and their power,
Though brief, is boundless.—*Halleck.*

There is a history in all men's lives,
Figuring the nature of the times deceased:
The which observed, a man may prophesy
With a near aim of the man's chance of things
As yet not come to life; which in their seeds,
And weak beginnings lie intreasured.—*Shakespeare.*

There's a proud modesty in merit!
Averse to asking, and resolved to pay
Ten times the gift it asks.—*Dryden.*

That very law which moulds a tear,
And bids it trickle from its source,
That law preserves the earth a sphere,
And guides the planets in their course.—*Rogers.*

Earth is an island, parted round with fears;
The way to heaven is through a sea of tears;
It is a stormy passage, where is found
The wreck of many a ship, but no man drowned.—*Quarles.*

Oft the clould which wraps the present hour,
Serves but to brighten all our future days.—*B. Brown.*

The good are better made by ill,
As odors crushed, are sweeter still.—*Rogers.*

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## A PLAN FOR FACILITATING SELF-EDUCATION.

The essential feature of this plan is a system of instruction, conducted mainly by correspondence, for the purpose of carrying a seminary, a college, and a university to the door of every habitation in the land.

For this purpose, the most favorable conditions would be:

1. A central location, as New York City.

2. An incorporated Faculty equal to the best seminary, the best college, and the best university faculty combined.

3. The requisite number of assistants in each department of the faculty.

4. A publishing house for the publication of books peculiarly adapted to self-instruction in all branches of a preparatory, a collegiate, and a university course.

5. A monthly, weekly, or daily journal, or all of these, as the success of such an enterprise might demand.

6. An annual catalogue, or, more properly, a year book, somewhat similar to ordinary seminary, college, and university catalogue.

7. The privilege extended to any person of any nation, either sex, any age, any color, any occupation, or condition in life, of enrolling him or herself in this catalogue for a fee sufficient to cover the expense of registering and publication.

8. The privilege, extended to every student so enrolled, of prosecuting any branch of study he might choose, provided it were included in the course, and that he would use the text-books published in the catalogue.

9. A published list of prices for which assistance would be afforded in each text-book. For instance, a given compensation for solving a problem in algebra, for correcting a letter, a composition, or a certain number of lines of Latin translation.

10. The furnishing, at given prices, of stationery peculiarly adapted to such correspondence.

11. The granting of charters to associations throughout the country, who might rent or erect buildings containing lecture rooms, and cabinet rooms for storing specimens of all the native beasts, birds, fishes, insects, plants, minerals, curiosities, &c, of any given locality; also philosophical apparatus.

12. A class of teachers whose duty it should be to meet scholars wherever a sufficient number could be collected, and drill them in Latin, Greek, German, French, or any other pronunciation; in Arithmetic, Algebra, or any other science; in Elocution, Singing, and Gymnastics.

13. Commissioners appointed by government before whom any person might appear, and, on passing examination in any text-book, receive a certificate of such examination passed, and, on passing an examination in the college or university course receive a corresponding degree.

Some of the advantages of such a system are these:

1. Opportunity would be given to every student to develop his character, harmoniously and symmetrically.

2. Relying on home instruction, the private school, the common school and the Sabbath school to wake up the minds of our American youth, an unlimited field of acquirement would be opened before them.

3. Facilities for acquiring an education at home.

4. Placing a high degree of education within reach of all occupations and pursuits. Farmers, artisans, factory operatives, apprentices, anybody, anywhere, would be encouraged to begin a course of physical mental, and moral development.

5. This system would not interfere with any student's marriage relations, nor would it, by forcing sedentary habits and overtaxing the brain, lay the foundation for life-long uselessness and misery.

6. No student would be forced or dragged over the course faster than his ability would enable him to go.

7. The mercenary motive influencing many in the acquirement of an education would be removed, and students would be left to acquire an education for its own sake.

8. Persons of peculiar genius would become known.

9. Employment would be afforded to many young men and women as assistants in such a system.

10. There would be ample means for an exhaustive classification of the plants, animals, &c., of this continent.

11. Also great facilities would be afforded for meteorological observations.

12. Portions of this plan can be immediately put into operation by any institution in the country to the extent of its resources; portions, also, by Teachers' Institutes.

13. The putting of this plan or portions of it into operation in any institution, would afford poor, but intelligent students, means of support.

14. It would wake up much talent, and increase the number of students in existing institutions of learning.

15. It would afford topics of conversation and social amusement in many circles now dissipated or dissipating.

SOME OBSERVATIONS ON THIS PLAN.

1. Let any school-teacher, farmer's son, printer's apprentice, clerk in a store, artisan, operative, or any other person, secure a room, furnish it with a desk or table, a chair, and a light. A portion of his earnings devoted to procuring books and instruction, would, with perseverance, afford him an education limited only by Divine Providence.

2. Professional men desirous of prosecuting their studies, would have facilities for so doing.

3. Suppose a student wishes to have a translation corrected. Let him divide his page lengthwise by a line. On the left of the line might

be written his translation; on the right he would leave a blank for the teacher, on which he might write his corrections. In a similar manner, with proper modifications, correspondence in relation to any other subject might be conducted. To faciliate operations, the student might label his letter on the outside *Geometry, Algebra, Virgil, Horace, Botany, Chemistry, &c.*

4. The faculty of any institution of learning might publish that they would furnish instruction in this manner to all persons in their vicinity. In the absence of any commissioners appointed by the State, they could give to any person appearing before them and passing a satisfactory examination in any text-book or topic a certificate of such examination.

5. By means of this arrangement, the common school teachers of any region or state could avail themselves of such assistance as they might need in studies pursued in their schools.

6. College students who spend a portion of the year in teaching, could, in this manner, *keep up* a part or all the studies pursued by their classmates in their absence. They might even be weekly informed of the progress of their class in the institution with which they might be connected.

7. Any person or association of persons could put this plan into operation in any locality, to the extent of the resources at command.

8. A paper issued weekly or monthly, as the interests of such an enterprise might demand, could be made to afford great encouragement to all persons struggling to acquire an education, by indicating the best and most economical division of time; by suggesting the best manner of overcoming the particular difficulties in the way of any student; by teaching the best method of preserving health, and by numerous suggestions and helps for the student.

9. Many minds all over the land would be set at work and encouraged to make themselves acquainted with nature around them. For instance, let any one begin the study of botany. Should he find any specimen which he could not analyze, he could send it by mail to his instructor, and have it returned with an analysis. The same principle applies to any other natural science.

10. By making known the circumstances, the obstacles, and the successes of many students, others would be encouraged to overcome each his own obstacles, and to achieve like success.

11. Students under such a system could practice declamation and composition in common schools. Having reached a more advanced stage of progress, they could write for local papers, and lecture in their vicinity.

12. Should any prefer not to become publicly identified with such a

system by registry of name, they could nevertheless prosecute their studies in connection with the system.

13. Any objections, such as the lack of the stimulus afforded by association, may be readily answered.—*Academiæ Civis, in the Appleton Motor.*

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For the Wisconsin Journal of Education.

## SUGGESTIONS TO TEACHERS.

The following article is addressed not only to those teachers who are now engaged in school-teaching, but to those who are hereafter to enter upon the work, and who from more valid reasons than mere "pecuniary embarassment," are deprived of the privilege of attending the Teachers' Institutes. To this class of teachers especially, I would say, permit me, through the pages of the *Journal*, to suggest a few thoughts which may be of importance to you. For your charge is precious; your duties arduous; your relations to your scholars, to their parents, and the community, constitute a responsible position for you to occupy. The time moreover for children to acquire an education is short, and a common school course of study embraces a much wider field for knowledge, and prepares for wider usefulness, than it did a few years ago. The advantages of learning, in all the vicissitudes of life, are incalculable. Remember also, that thousands of thoughtful children are to be found, as each school-term is about to open, looking with anxious eyes to greet their old teachers, or with faltering tongues and beating hearts, to gaze upon the features of *you*, a stranger. All judicious parents, and all true friends of the rising generation, are anxious that you should be as good, as successful, as profitable a teacher as possible. To this end, and for this purpose then, allow me to give you a few brief suggestions founded upon ten years' experience:

1. Before you commence your school, learn as much as possible about the peculiarities of the district, the previous advancement of the scholars, and their natural turn of mind.

2. Feel that much, very much, is depending upon the first impression you make upon your school; that the first day is to give shape to many weeks that may follow; for from these first impressions, the mind receives a lasting impulse, and of the first day's doings, "every lisping tongue has its own peculiar tale to tell."

3. As you enter your school-room, appear not careless and indifferent, but in your most pleasant, familiar, cheerful mood, and thus throw yourself into the hearts of your scholars, and secure at once their confidence.

4. Address your scholars upon the value of education; the anxiety of their parents; your own burning desire for their improvement; the cost of three or four months' school. Make known your determination to have, if possible, the best school in town; and without casting any unjust reflections upon their past teachers, call for a vote of your scholars to see whether they think they learned all they could have learned, in former schools. Awaken in them a desire to make better improvement in the future, and bring them to the resolution that they will co-operate with you in your determination to have them do so.

5. In the arrangement of your school, have as few classes as possible, and see that your pupils are furnished with the necessary books.

6. Divide your time properly among the classes, giving them all their just proportion, and go through the exercises of your classes daily, and in the same order, having everything in its place, and every exercise at its proper time.

7. In order to raise the ambition of your scholars, be wide awake yourself, moving about the school-room like one really at work. Keep your inventive powers upon the stretch for new and useful illustrations; make a free use of the black-board; get the whole class, as often as possible, at work on it at the same time. Lead your scholars into all the "whys and wherefores," so that they shall see that they are improving, and feel that the school is both pleasant and profitable.

8. As to the order of exercises, both in the forenoon and afternoon, commence with the smallest class; while you are engaged with those to whom the book would do little or no good, you are giving the older ones an opportunity of looking over their reading lessons. After a reasonable time for this, commence with the first class in reading, then call for each class in its regular order, requiring each scholar to read slowly, distinctly, and naturally, and questioning closely as to the pauses and marks, and other rules of reading, until these are perfectly familiar. Have your scholars go over little ground, and that well, rather than much, and that poorly. Next, hear your classes in Arithmetic, requiring all the scholars that can read, or count, to recite, either in written or mental arithmetic, or both. Be particular to have your scholars recite in classes, and require them to demonstrate at least one example on the black-board every day, and to give the full reasons of every step in the process.

In closing the forenoon exercises, commence by hearing the smaller classes read their spelling lessons and spell, standing in a straight line perfectly erect upon the floor, with their shoulders drawn gently back—by folding the arms behind them. In like manner pass through all the classes, closing with the first class.

In the afternoon commence as in the morning; then proceed to hear lessons in Grammar, Geography, Philosophy, History, Physiology, the sounds of the letters, abbreviations, &c., requiring every scholar that can commit to memory, to have at least one recitation in class. In grammar, have your advanced scholars point out, first, the sentences in the lesson, and name the words, expressed or understood, by which they are connected. Have every conjunction, conjunctive adverb, and relative pronoun, parsed, and its connection shown; every preposition, and its relation pointed out; and every adverb and its modification given.—Having gone through with all the recitations of the afternoon, close as in the forenoon, with spelling, requiring the smaller classes occasionally, in connection with this exercise, to recite in concert, the multiplication table, abbreviations, sounds of the letters, boundaries, capitals, locations, divisions, dates, occurrences, and useful topics. While this exercise will rivet these things in the mind, it will give them confidence and improve the voice.

9. Your time must be mostly occupied with the classes. Of course, you should not stop to work out a difficult or lengthy example, to parse a difficult word or intricate sentence, or to look out a place on the map; but by reviewing the lessons beforehand, you should be able at once to tell the scholar how to work his example himself, how to parse his word, and where to find his place on the map.

10. To secure attention at the recitations, call upon the class promiscuously, not giving them an opportunity to know who shall next be called upon, and require the inattentive scholar to repeat what has just been demonstrated.

11. Have your classes review their studies often. Devote at least one day in every week to reviewing.

12. I come now to speak more particularly of school government.—Study the disposition and character of your pupils; have but few rules, and see that they are strictly obeyed. Manifest a desire for their improvement; and while you appeal to the good judgment of your pupils, impress upon their minds, that your business is not to punish, but to kindly instruct If you have succeeded in securing the good will of your scholars, and in raising their ambition, you will have but little to do in governing. Keep yourself well governed; be on your guard against anger, levity, moroseness, fretfulness and scolding. Remember the truth of the adage, "that too great familiarity oft begets contempt." Be an example to your scholars in all you would require of them. Contemplate the influence of the teacher in its far-reaching results. Think that in a world like this, influence never dies. Give them work enough, and you will find but little if any difficulty in governing your school.

Often appeal to the consciences and good sense of your scholars; labor to make them see the propriety and necessity of good order and proper government. Should you find any of your pupils intellectually below par, do not call them "fools," or reprove them, or cast reflections upon their parents.

If you find reproof or punishment necessary with scholars from eight to twelve years of age, administer it privately, and never before the whole school; for the offender thus arraigned, will not care for his offence, but make it his whole concern to show himself courageous, and come off victorious. Older scholars, for willful and flagrant violation of rules and requirements, should be suspended or expelled by the district board; but never by the teacher, without the sanction of the district authority. While the example of the large scholars is good, the smaller ones are easily governed by moral suasion, and seldom if ever, should any coporeal punishment be inflicted on them.

Your pupils will be affected by the weather; the mind of youth is not "all sunshine;" the condition of your room, if you have not conveniences for keeping it always at a proper temperature, and well ventilated, will affect their conduct; but *you* must not yield to these influences. The evils are only augmented, if the discomforts which make the pupils restless, make you impatient also. Teachers must make allowance for these things. They must, at such times, relax a little rather than tighten the restraint.

Health alone can give constant cheerfulness, and enable one to see things as they are, so that a wrong to-day shall seem no worse than it seemed yesterday. Let your habits therefore out of school be such that you can go to the school-room in a healthful state of body and mind.—Ever speak kindly to small children, while you cultivate a genial feeling to all your pupils; let your countenance be spring-like to them; love to see them happy; inquire concerning their pastimes as you meet them by the way-side. In the summer go with them to the shady grove. Help the little girls to erect their play-house; let them decorate their mimic parlor with blooming flowers, and set their table with bits of earthen and broken glass; swing their rope, and sing their merry song and indulge in a hearty laugh.

In winter, when it is pleasant, help the little boys to build their snow houses; help to turn the ponderous ball, to build the snow fence and the conical tower; manifest as much delight in all their childish amusement and recreation, as when they are studying and reciting their lessons. Bare faithfulness in the school hours alone, will never do the teacher's work. Children are full of feeling, and you must participate in it, and thereby gain the power of guiding and educating them; thus, while you

are laying your molding hand on their forming minds, you are leaving a deathless impression upon their hearts and characters.

Consider the *manners* of your pupils as of great importance, and a thing that should never be neglected in the common school, even should it be overlooked in all others.

Impress upon the minds of your scholars, both small and great, that there is an important, plain old fashioned word—"*obedience*," and that to know it, and to love it, is indispensible, both in the school-room, and at home.

You will be greatly assisted in all your labors, by an acquaintance with the parents of your scholars; though it is far from being either necessary or convenient to "board around," in order to obtain this acquaintance.—You can request the scholars to invite their parents to spend a day as often as convenient in school.

On your leisure Saturdays call upon the parents, rich and poor, without reserve. If they have good ideas of discipline, they will help you much. If they have not, you will know what you must endeavor to perform willingly and faithfully alone. While you are calling upon the inhabitants, you can, perhaps, by a modest defense of your own opinions, guide those parents who have not thought so much on early training as you have. The care you take to both invite the parents to your school, and to go and see them yourself, and talk of the habits of their children, will be undoubted evidence to them of your interest in your work. Ever bear in mind "that the children are the choicest property which they possess." Assume in your conversation, that the parents inquire concerning the conduct, the lessons and the proficiency of their children.

Visit schools around you; take as many of your scholars along with you as you can; help friendly feelings to exist between your school and those in the vicinity. Almost every teacher has a good method of doing something. Seize upon it. Attend Teachers' Institutes. No man publicly speaks, or writes on the subject of teaching, without presenting some good ideas. Seize upon them. Seize upon *modes and theories* wherever you can find them; but it will be far better to digest and store them in your mind, than to hold many volumes in your hand.

Respected Teachers:—These suggestions I have given you, not so much with the expectation that you will follow my course precisely, as that you will read authors on this subject, and study the mind and disposition of children, and thereby inform yourself as much as possible in regard to the duties of your calling, and thus be able to adopt and pursue the best possible course.

I will only add, in conclusion, an expression of my anxious hope, that my fellow teachers in fair Wisconsin, may be prospered in their noble

work, and ever encouraged in the performance of every duty; not with the desire merely of acquiring a few dollars in gold or silver, but with a high ambition to aid in advancing the cause of education; remembering that as the school-teacher has done much to render our country what it is, so he may *yet* add to the strength and glory, and contribute to the prosperity of our now politically deranged Republic.

Marquette Co, 1860. SYLVESTER CORBET.

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## MEDITATIONS AND EXPERIENCE OF A TEACHER.

### CHAPTER I.

"Better for us, perhaps it might appear,
Were there all harmony, all virtue here;
That never air or ocean felt the wind,
That never passion discomposed the mind.
But all subsists by elemental strife;
And passions are the elements of life."—POPE.

Oh, the hard life of the teacher! Why did I engage in the profession? Little did I think, in my school and college days, that I should ever experience such ingratitude and neglect in return for my best efforts!—How I then loved my studies, and how I then thought I would be honored when I should be teaching lessons of wisdom to the young! But how blind to the future interest of the young do I find many of the adult population! While education has been the source of their prosperity, they are too unmindful of the welfare of the next generation. They think not of the debt they owe to posterity; else there would be more interest in schools, and schoolmasters would not be so much slighted. What trouble it is to get a situation, when a teacher has not rich and influential relatives to back him. True merit founded on useful knowledge and genuine wisdom, the common people do not understand as well as they know the power of wealth.

After keeping a term of school in one place, and applying my best efforts for the benefit of my charge, I have been obliged to seek another. Sometimes the school money was exhausted, at other times a change of teachers was desired, or something else that I thought it improper to investigate. Then I have learned the peculiar character of the school boards. I have at times found them guilty of such meanness and recklessness as they would allow in nothing else. Too often they do not think who is to be the instructor of the youth of their district till a poor teacher comes along and begs the chance, and then he is employed as an act of charity, andregarded as a pensioner on their bounty. How then can he maintain the dignity of his office?

What a good thing is an Institute, composed of a band of live teachers, who are awake to the interest of the profession, and who are disposed to engage heartily in the work of mental improvement! And not only to do this, but to encourage and sympathise with each other in the labor of love and benevolence! Among such there is an intellectual Free Masonry by which they quickly make acquaintance, and become united in a grand brotherhood, whose object is the improvement of the young and the reformation of the world. How I have enjoyed such an intellectual feast? There I have made acquaintances that I highly prized. After attending a precious institute, I felt myself nerved anew for my favorite work.—

By a singular fatality I engaged a winter school, at a place that bore the poetic name of Cold Spring. Adjoining the school house were pine groves, romantic hills, and a purling stream that never froze, even in the coldest winter;—all rendered the spot interesting to a contemplative mind. But the old rickety house, with its ill-contrived interior, the damaged outline maps and charts, the broken windows, the apparatus damaged by mischievous hands, were ill omens. Here follows my journal of that winter:

I now rejoice in the prospect of commencing a term of my favorite employment. My location seems like classic ground. There is something about it that renders it already attractive; and I hope here to do good and benefit my charge. I have called on the families that will send to my school, and presented them the Teacher's Appeal. The Teacher's Appeal, published by F. C. Brownell, of Hartford, Ct., and Geo. Sherwood, of Chicago, is a very appropriate address for a teacher to present to the parents and guardians of his pupils at the commencement of a term. It is a pamphlet of about 16 pages. Price, $1,00 for 50 copies. And I had a little conversation with them about their children, and about school matters. Thus I have made some acquaintances that may be valuable. I have been treated respectfully; and I find among them some interest in learning. I am pleased with what I saw in a few families, in others I find indifference about the school. One man tells me I have got into a hard place, that there are here "some very bad people, and that I will find out who they are." But his fleering air leads me to suspect that he is only slandering his neighbors, and this I cannot encourage.—Bad as things look, I must not be discouraged.

With twenty-eight pupils I have commenced. I invited the Trustees and as many of the parents as felt interested in the success of my school to attend on the first day and witness my beginning; but this request was unheeded. Otherwise I think I have made a good commencement. Each day makes me better acquainted with the character of my charge, and the wants of my pupils. I am trying to do well, and to answer to the

emergencies of every case that I have; I feel the responsibility of my position; but how I regret my inefficiency and the untoward circumstances that surround me. I came here a stranger, and now the eyes of the people are upon me, they are watching me. Let it be so, they need to become acquainted with me, and to know the integrity of my purpose.—But will they make a candid estimate of my operations in school? They treat me very respectfully at their homes. But what do they think of me as they make my acquaintance through the medium of their wayward youth? Family pride and family affection show some curious phenomena.

When I am not on duty, I find much that affords a solace for the anxiety that I feel, and much that entertains my thoughtful mind. On a Sabbath I attended the Episcopal Church in B——. I am not a churchman; but there is in the Episcopal service something that peculiarly interests me. It proceeds from my veneration for antiquity, and my love of order and formality. And I entertain a peculiar respect also for Rev. Mr. H—, who officiated on this occasion. His address at the close of the Institute that I lately attended, I shall always remember. He narrated then some of his experience as a common school teacher, before he had taken orders; and he made some comments on a publication entitled, The Common School System a Failure. "If," said he, "we consider our common schools a failure, we may also consider our churches a failure. As a remedy, we want more christian homes." This idea has rung in my ears every since. Verily we do need "*more christian homes.*" Without them, churches and schools will only be failures.—The home circle is more powerful than the church or the school, but its influence does not extend so far;—it reaches only a small number. Make it what it should be, and then both of the others will be vastly more efficient.

Some people in my district think that they must have religious service in the school house at stated times. This is very well. But I observe that their "zeal is not according to knowledge." Several families have daily religious observances; and yet I see plainly that their children are not rightly affected by it. Is it strange then that their government in school should be difficult? As time advances their freakish and wayward disposition increases. I must draw my reins of discipline tighter. This is difficult to do; for I suspect that the parents are jealous of tyranny, and that they will not sustain me in extreme measures, because I came hither a stranger. By this and other circumstances I am badly embarassed. Yet I am anxious to do my whole duty, and render benefit to my charge. I wish evil to no one, and I would rather suffer wrongs than be guilty of perpetrating a single one. It is hard for me to punish miscreants, and harder when outside sympathy is more with them than

with wholesome regulations transgressed. Misdemeanors in the teacher's domain are seldom estimated rationally outside of it. I am now in the third week of my term. O, that I could successfully finish it!

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## DIARY OF INSTITUTES.

*New London. P. S.*—From a letter, given below, which we received from this point, we judge that there was a kind of a "silent session" held by friend P., on Thursday evening, and hope, as "patience must have had its perfect work," the effect was not wholly lost.

"The best laid schemes of mice and men,
Gang aft a glee."

But to the letter: NEW LONDON, OCT. 18, 1860.

"I feel like one who treads alone
Some banquet hall deserted;
Whose guests are fled, whose garlands dead,
And all but me departed."

(*The Schoolmaster abroad.*)

*West Bend, Washington Co. Oct. 22nd,* 1860.—This Institute was put in charge of S. D. Gaylord, of Oshkosh. If we may judge by letters received from there, we should say the interest was good, and much good accomplished. There was a little lack of completeness in outside arrangements, and the weather stormy most of the week; yet the roll-list reached 37, and a general good feeling prevailed. The address by Hon. J. L. Pickard, in the afternoon, was effective and well received; as was also the lecture of Rev. Mr. Beckwith.

*Fox Lake, Dodge Co., Oct. 29th,* 1860.—Prof. J. C. Pickard, conducted this Institute for the first two days. A large number of live teachers were in attendance. On our arrival, the roll had reached 110, and has been somewhat increased. In some respects, it has been the most industrious session of the season. Many have tried to demonstrate the possibility of doing two things at once, and both well. They will some time find out that this is not good economy. A large number of questions have been presented, showing that we have thinkers as well as workers on the list. The music, under the direction of Mr. Hawley, has been a pleasing feature. Mr. Goldthwate, and others, of the Committee of Arrangements, deserve great credit for the entire completeness of local arrangements, as well as work in the Institute.

The sociable this (Friday) evening, has been good. First essays, declamations, and a "*pome*," mixed up with good music, and afterwards a general getting acquainted.

Comparatively, but few citizens have attended the lectures, partly on account of bad weather, and partly because so much of the public attention is absorbed in politics.

*Eau Claire, Nov.* 5.—The night before an exciting election, is not a very favorable time to open an Institute. The young men all staid at home to vote, and Rev. J. B. Pradt, who opened the Institute, found but few in attendance. But little could be done on Tuesday. On Wednesday however, the work fairly commenced. A good interest has been felt on the part of the teachers in attendance, of whom we have forty. The lectures have been poorly attended, although the citizens cheerfully entertained the teachers. A full session was held on Saturday, and all felt that the week had accomplished much. Monday, Tuesday and Wednesday, have passed off well. The exercises have been of a more special nature than usual. On Wednesday, the subject of mapping was brought up, and about half a day devoted to instruction in making, and methods of teaching children to draw, color and finish outline maps. There has been a great desire exhibited on the part of the teachers to improve, and this is best shown by the fact that, proportionally, we have had more subscribers to the "*Journal*," and more purchasers of "papers for the teacher," that in any previous Institute.

The Wednesday evening sociable was a grand affair. It was given by the citizens, and well attended. The hospitality of the people seems to be unbounded. The entertaining of a body of teachers for nearly two weeks, is something of a tax. The same liberality exhibited towards their own schools would put them on a good basis, where we hope they will soon be. Friend Slinguff, of the Eau Claire Hotel, kept "open doors" for teachers. Long may he live.

*Durand, Pepin Co.* Nov. 17*th.*—This is quite a new place but growing and in the right direction. The first public building erected, is a good, capacious, and commodious, stone school-house; the best single district school-house we have seen in the State. But few teachers were expected here, as there are but few in the county, and some of those know nothing of what a Teachers' Institute is. Two days have been passed pleasantly and profitably with some fifteen teachers. The two evening lectures have been well attended, the great query in our mind being where all the people came from. With the interest here manifested in the school house, in entertaining teachers, and in attending lectures, they cannot fail to build up a good school, which is both indicative and productive of a good healthy state of public morals, and real growth.

Another fall, it is proposed to have a longer and far better attended session here.

*Liberty, Kenosha Co., Nov. 24th.*—This Institute has been in charge of Hon. A. J. Craig, assisted by Mr. Conatty, and others. All seem exceedingly pleased. Good living, and consequently good feelings have prevailed. Some fillibustering was done, in the way of an invasion on *Turkey*, in almost every house It is understood that the Department was well represented

The Institute exercises and lectures have been well attended, notwithstanding the excessively cold and stormy weather. The teachers have all been interested, and we trust benefited. The large delegation from Kenosha, rendered valuable assistance in keeping up the interest.

We think the citizens would do well here to change the Academy into a Public High School, which we understand they contemplate doing.—There are good substantial farmers enough in this locality, whose sons and daughters are to be educated, to sustain a good Public High School.

Friday evening the County Association transacted some business, some essays were read, and any quantity of nice pop-corn, and Kenosha Co. apples, were disposed of. The roll list has reached about one hundred.

*Oshkosh, Winnebago Co., Nov. 26th.*—Institute opened by a citizens' lecture, which was well attended and received. The day sessions have been held in the room occupied by the High School. We have had here as fine a body of teachers as can be assembled anywhere in the State.—The large delegation from Fond du Lac has added greatly to the interest. A little singular that the Oshkosh School Board should refuse their teachers the time to attend an Institute in their midst, when Fond du Lac gave the entire corps of teachers, who desired to attend the session, full time. School Boards differ as much as anybody. We think it would be different at a second session here.

The exercises have been well attended by the citizens, especially during the evenings, and the interest manifested by a large number of the students of the High School, speaks well for their teacher, and promises well for their future scholarship. Valuable assistance rendered by Messrs Gaylord & Peabody, made our duties lighter than at most places, and this, under the present exhausted state of the Physical, has been highly appreciated

The entertained are all thankful, as they have, beside unbounded hospitalities in ordinary matters, all been treated to a capital Thanksgiving dinner,—regular New England style.

The literary sociable on Thanksgiving evening, was well attended and well enjoyed. It afforded rational amusement and instruction, and tended to connect more closely the bond of friendship, that should ever exist between teachers laboring in a common field. With good reading, good

speaking, good singing, and any amount of apples and pop corn, to say nothing of "chatting," which seemed to be very prevalent, we doubt if any one thought of the accompaniment which is by so many considered indispensable to enjoyment.

Oshkosh has good schools,—has just erected some tastly and commodious ward school buildings, but needs and will soon have a building for the High School, which shall speak equally well for the enterprise and good judgment of its people.

*Monroe, Green Co., Dec.* 26.—[This was the last of the series. We are obliged to go to press before obtaining any particulars, but from the fact that it is a second session asked for in the same place within the year, we infer a good attendance and a good time.—EDR. JOURNAL.]

# SUPERINTENDENT'S DEPARTMENT.

Many inquiries have lately been received from officers of districts in different parts of the State, in regard to the right of the children of non-residents to attend school. Some misapprehension may have arisen in consequence of the passage of the law of last winter, giving to the district the power "to authorize the district board to admit to the privileges of the school, persons not residing in the district, whenever such admission will not interfere with the accommodation or instruction of the scholars residing therein; and to fix a fee for tuition per term, quarter, or year, to be charged the persons thus admitted."

The practice under the law, before the amendment just quoted, differed in different districts, and questions concerning the power of the Board to prohibit certain classes of persons from attending school, were continually arising, and sometimes caused serious difficulty in the management of the schools.

It has always been held by this department that children residing in one district had no right to attend school in another; but as it was often convenient for all parties, that such persons should be admitted, and as doubts existed in regard to the power of the Board to act in the matter, the law of last winter was passed, expressly conferring power upon the district to authorize the Board to admit, and charge a fee for tuition.

This law, however, does not compel the district to take any action in the matter, and the Board can refuse, as heretofore, to admit pupils from another district, when not expressly directed to admit them by a vote of the qualified electors at a regular meeting.

Two cases have lately arisen somewhat different from the one covered by the law of last winter, and to save correspondence, and acquaint the district boards with their right in such cases, they will be stated in the form of questions, and the ruling of the department given in the answers.

1. *Q.* Can the children of persons residing in any given district, attend school in another district, provided they remove temporarily into the same, and board themselves, and live with some family residing therein?

*A.* They cannot, without the permission of the District Board.

2. *Q.* In case a person, having a home and a legal residence in a particular district, removes temporarily into another one for the avowed purpose of sending his children to school therein, intending to return to his former home when the term of school shall close, is he entitled to send his children to school in the district where he thus temporarily resides?

*A.* He is not. He can only send his children to school in the district in which he has his legal residence, and his intention determines his residence.

Apprentices, adopted children, and persons whose parents or guardians exercise no control over them, and who take care of themselves, are exceptions to the ruling in the first case.

Town Superintendents will observe that the school moneys apportioned on the 20th ult, are to be distributed on the same basis as last spring's apportionment; namely—upon the reports received by them from the District Clerks in 1859.

J. L. PICKARD,
*State Supt. Pub. Inst.*

---

A COMMITTEEMAN IN SCHOOL.—A sub-committee of a school board were examining a class in the primary school. One of the committee undertook to sharpen up their wits by propounding the following question:

"If I had a mince pie and should give two-twelfths to John, two-twelfths to Isaac, two-twelfths to Harry, and should keep half of the pie for myself, what would there be left?

There was a profound study among the scholars, but finally one lad held up his hand as a signal that he was ready to answer.

"Well, sir, what would there be left? Speak up loud so that all can hear," said the committeeman.

'The plate!' shouted the hopeful fellow. The committeeman turned red in the face, while the other members roared. That boy was excused from answering any more questions.

# SCHOOL ROOM EXERCISES.

As the Schools for the Winter are in full operation, we propose to devote a page or two each month to the School room, and ask all the older pupils in the schools to join our class. We shall offer questions original and selected, in different branches of study, and publish the best answers. It is hoped this department may be of assistance to teachers, in stimulating scholars to study. We invite questions from any source.

## SPELLING.

Spelling appears to be imperfectly acquired at school. It has been remarked that while it is no particular credit to spell correctly, it is rather disgraceful to spell otherwise. The following twenty words have been given out at our Teachers' Institutes the past year, and about fifty per cent. of the spelling has been wrong. Not only teachers, but intelligent visitors who have participated in the exercises, have missed. Rarely has any one spelled them all:

| | | | |
|---|---|---|---|
| Accommodate, | Benefited, | Moneys, | Recommend, |
| Ackowledgment, | Difference, | Parallel, | Separate, |
| Agreeable, | Essence, | Necessary, | Scholar, |
| Avoirdupois, | Indelible, | Parricide, | Supersede, |
| Balance, | Judgment, | Plaguing, | Together. |

These are words mostly in common use, and 50 per cent is rather a heavy discount. Spelling must be taught to the eye, rather than ear, and as early as possible children should be put to printing, and afterwards writing words, and practice it continually, till the eye is familiar with their forms, and the hand trained to making them correctly, almost without thought.

It has been recommended that teachers, both for their own benefit, and that of their schools, take a small blank book, and gradually transform it into a spelling-book, inserting all those words which are most liable to be mis-spelled, and especially those which they have mis-spelled themselves at any time, with the wrong as well as the right orthography. Pupils may profitably do the same, and a very good preface to the book would be the rules of spelling, which should often be referred to and constantly applied, till they are perfectly familiar.

## GEOGRAPHY.

We give a formula, or list of topics for the description of each State of the Union or any other country, which has been presented at Teachers' Institutes, and may be found useful, especially in advanced classes.—The formula can be abridged or modified to suit circumstances, and is of course open to criticism and improvement:—

FORMULA FOR DESCRIBING A STATE OR COUNTRY.

| | |
|---|---|
| I. Position. | 1. Local.<br>2. Mathematical, (Latitude and Long.)<br>3. Finite, (Boundaries.) |
| II. Area. | 1. Real, (in square miles )<br>2. Comparative, (with Wisconsin.)<br>3. Amount under cultivation. |
| III. Contour. | 1. Sinuosity, (by coast-lines, rivers, &c.)<br>2. Profile, (giving mountains, watersheds, table-lands &c. |
| IV. Waters. | 1. Seas, Gulfs, &c.<br>2. Navigable Rivers.<br>3. Navigable Lakes. |
| V. Physical Features. | 1. Soil.<br>2. Climate.<br>3. Salubrity. |
| VI. Population. | 1. Total.<br>2. Fractional, (by nationalities.)<br>3. To the square mile. |
| VII. Resources and Productions. | 1. Of the Forest and Sea.<br>2. Mineral.<br>3. Agricultural. |
| VIII. Avocations. (In order of importance.) | 1. Agricultural.<br>2. Manufacturing, &c., &c. |
| IX. Cities. | 1. Capital.<br>2. Noteworthy places.<br>3. Containing 5000 inhabitants. |
| X. Commercial Facilities. | 1. Rail Roads.<br>2. Canals.<br>3. Miscellaneous. |
| XI. Polity. | 1. Civil.<br>2. Educational.<br>3. Religious. |
| XII. Characteristics | 1. Individual.<br>2. Social. |
| XIII. History. | 1. First settlement.<br>2. Admission into Union.<br>3. Other Leading Events. |
| XIV. Curiosities. | 1. Natural, (Volcanoes, Cataracts, &c.)<br>2 Animal and Vegetable.<br>3. Artificial, (ancient or modern.) |

QUESTIONS.

1. More water by far flows down the Mississippi, than ever reaches the Gulf of Mexico ; what becomes of it ?

2. What is most remarkable about the position of the islands of Great Britain and New Zealand ?

ARITHMETIC.

1. A man walked to Milwaukee in 4 days, and home again by the same road in 5. It so happened, that being a little lame, he walked each day after the first, one mile less than on the preceeding. How far did he live from Milwaukee ?

ALGEBRA.

Required, a solution of the above question by Algebra.

# MATHEMATICAL DEPARTMENT.

CONDUCTED BY T. D. CORYELL, A. M., OF THE UNIVERSITY OF WISCONSIN.

We take the opportunity afforded by the beginning of a new year, to express our grateful thanks to our correspondents thus far, and to renew our invitation to all the friends of mathematical science, to aid us in making the Mathematical Department of the *Journal* the most useful possible. We leave each one to decide for himself what will best conduce to this end; but would suggest in addition to problems and solutions, the presentation of new methods of teaching, the discussion of old methods, criticisms on mathematical works, etc.

We are under obligations to a "member of the Fond du Lac High School" for a very satisfactory "solution" of Problem 8, although we publish Mr. Whitcom's, a shorter one, instead. Shall we hear from our Fond du Lac correspondent again? We hope so.

*Solution of Problem* 8.—Required to explain the process of casting out the 11's. Take any number, as 86789432, seperate it into the parts

$$\begin{aligned}
80000000 &= 7272728\times 11-8,\\
6000000 &= 545454\times 11+6,\\
700000 &= 63637\times 11-7,\\
80000 &= 7272\times 11+8,\\
9000 &= 819\times 11-9,\\
400 &= 36\times 11+4,\\
30 &= 3\times 11-3,\\
2 &= 0\times 11+2.
\end{aligned}$$

By adding, $86789432=7889949\times 11+2+4+8+7-3-9-7-8$

In this result, $+2, +4, +8, +6$, are respectively the figures occupying the odd number, while the $-3, -9, -7, -8$, are the ones occupying the even places. If, now, we diminish the excess over exact 11s in $2+4+8+6$, by the excess over exact 11s in $-3-9-7-8$, the remainder must be the same as obtained by dividing 86789433 by 11; for the other part of the expression for the first number is exact 11s. Hence the common rule is correct. A. W. WHITCOM.

Sheboygan Falls, Nov. 1860.

*Problem* 11.—Three straight lines which pass through the angular points of a triangle and bisect the sides, intersect each other in a common point. Required the proof.

*Problem* 12.—The latitude of London is 51° 30; the latitude of Moscow is 55° 45; and its longitude 38°; the latitude and longitude of Constantinoble are respectively 41° 30, and 29° 15; all the latitudes being

North, and the longitudes East; required the latitude and longitude of a place equidistant from those three cities. A. W. WHITCOM.

Sheboygan Falls, Dec. 1860.

*Problem* 13.—What must be the inclination of the roof of a building to make the water run off in the least possible time?

*Examination Papers.*—The questions given below, will, we think, prove highly acceptable to the readers of the *Mathematical Department.* Answers to them are not required for publication. Prof. Allen has kindly permitted us to take them from his EXAMINATION PAPERS, FOR WISCONSIN NORMAL CLASSES, 1860.

ARITHMETIC.—*One Hour.*

1. Perform the following operation, 86589÷200, cutting off the ciphers finding the true remainder, and giving reasons.
2. What is the difference in principle between reduction ascending and reduction descending?
3. Why does annexing two ciphers and dividing by 4 produce the same result as multiplying by 25.
4. How many rolls of Wall paper 2 feet wide, and 11 yards long, will paper the walls of a room 16 by 24, and 11 feet high, making no allowance for waste, or for doors and windows?
5. What is the difference between a multiple and a divisor?
6. Add eleven and eleven ten thousandths, fifty-seven tenths, and six hundred and fifty hundred thousandths, and divide the sum by two millionths?
7. How much corn must a man take to mill that he may receive a bushel of meal, allowing 81-2 per cent toll? Give the analysis.
8. Define *proportion, ratio, antecedents, consequents, extremes, means.*
9. How many solid feet in a cylinder 3-4 of a foot in diameter, and 7 feet long?
10. If the third of 6 be 3, what will the fourth of 20 be? Give the solution as in intellectual Arithmetic.

ALGEBRA.—*Thirty Minutes.*

1. Given $a=4$, $s=12$, $b=3$, $x=5$; what is the numeral value of

$$\frac{6ab}{s}=\frac{x^2\sqrt{abs}}{a^2+bs}$$

2. Explain the principles of transposition.
3. Show the reason why 17 less—12=29.
4. What is a quadratic equation, and what is the difference between a pure and affected quadratic?
5. How do you complete the square in the equation $x^2+6x=40$. And what is the reason for the rule?

GEOMETRY.—*Thirty Minutes.*

1. What relation does the side of an inscribed Hexagon bear to the diameter of the circumscribing circle?
2. If the side of a square be represented by unity, what will represent the diagonal?
3. Prove that the two diagonals of a parallelogram bisect each other.
4. Prove that the area of a triangle is formed by multiplying its base by half its perpendicular hight.
5. Give a formula for the solidity of a cone, and the reasons for the same.

# EDITORIAL MISCELLANY.

## THE INSTITUTE CAMPAIGN OF 1860,

Is finished. In summing up the results, however, no list of slain and wounded is to be given. But if "peace hath her victories as well as war;" not the least important of the victories are those obtained in the educational field. During the year, 39 Institutes have been held; 20 in the Spring, and 19 during the Fall.—The average attendance upon the sessions of each series, has been about 59.—Deducting the 9 for amateur members and young prospective teachers, we have an aggregate of 1950 actual teachers. If we suppose that one fourth of those who attended an Institute in the Fall, attended one also in the Spring, we have about 1700 hundred different teachers who have been called out. This is but about one fourth indeed of the whole number employed in a year; but they in turn, have imparted and will impart to others, the benefits of instructions received; and though it is in a sense unfortunate that the better class of teachers is that which the Institute generally draws out to its sessions, yet they in turn will not suffer the work of improvement to stand still. This is evidenced by the more frequent formation and assembling of County and Town Associations, at which the best teachers become themselves the temporary conductors of brief Institute exercises.

But in the continued illness and absence of Dr. BARNARD, too much has been thrown upon Mr. Allen, as his deputy; first, in his being obliged to conduct so many of the Institutes with so little assistance, and secondly in having to rely upon casual and extempore assistance, with interruptions at the same time from the necessity of examining Normal Classes. If the Institutes are to be properly sustained for the ensuing year, more ample and systematic provisions, we think, must be made for laborers. In addition to such exercises and drills of a more strictly professional bearing as are expected at an Institute, there is needed a system of lectures, adapted both to teachers and the visiting public. For instance, a brief series upon Physiology and Physical Education, Natural History, Civil

Polity, and the Fine Arts. These should be from eminently competent persons, and to admit of this addition to the present plan, the sessions should be at least two weeks instead of one, and the Institutes fewer in number, and more numerously attended. A specific appropriation for this, conditioned upon a local subscription of like amount, and the attendance of 100 teachers, would be well.

We hope both the Board of Normal Regents and Legislature, will wisely consider and provide for, this instrumentality of improvement, so important in the present transitional state of our educational affairs, and we close by calling attention to the following remarks from Hon. H. H. Van Dyck, State Superintendent in New York:

"Prominent amongst existing deficiencies is the lack of competent instructors for the institutes,—persons of comprehensive attainments, skilled in the communication of ideas, thorough in scholastic knowledge, and capable of communicating interest and instruction to exercises that now too frequently prove vapid and tiresome. I know that School Commissioners find great difficulty in securing the services of persons embodying these essential requisites—not that individuals of talent and skill are absolutely wanting in number, but because the field of labor is to some extent peculiar, and the demands upon both physical and intellectual systems, exhausting.

To obviate these and other disabilities under which the institutes now labor, I would, after dividing the state into suitable districts, call into requisition the services of a corps of judicious and experienced instructors, assigning to each his sphere of action, and so arranging the times and places of meeting as to insure not only the presence of the person designated, but the attendance of the teachers of the locality. As an equivalent for the pecuniary burthen thus imposed upon the latter, I would have the time spent by the teachers at the institutes allowed to them, by the districts, just as if the same had been actually devoted to instruction in the schools. Thus by securing to instructors a remuneration commensurate with the services rendered—by offering to teachers the assurance of positive advancement in their profession—by relieving commissioners from a duty to which comparatively few are adapted—we should place the institutes upon a footing so as to efficiently subserve the high objects for which they were designed."

## EDITORIAL CHANGES, MIGRATIONS AND IMPROVEMENTS.

We regret to see by the *Farmer*, that Dr. and Mrs. HOYT, have ceased their connection with it, but hope they will find other fields of labor in the State.

The *State Rights* is to be removed from Monroe to Steven's Point, and the *Gazette* from Burlington to Horicon. This indicates that "northward the star of editors takes its way."

The Oxford *Express* has opened an EDUCATIONAL COLUMN, which is well filled by neighboring teachers. This paper and Racine *Advocate* are the only ones in the State, so far as we have observed, that have such a department. We hope the number will increase.

## MAKE THE SCHOOLS ATTRACTIVE.—MUSI .—PIANOS.

As a means of making the place where children are educated, more attractive and more elevating, we have in various ways endeavored to excite an interest in the plan of cultivating and embellishing the school-house grounds, presented through the pen of Mrs. Hoyt, at their request, at the last meeting of the State Teachers' Association. In the present number, will be found a plan for a play-ground, quoted by Dr. Barnard, in Papers for the Teacher, which is more especially applicable to cases where space is circumscribed, and is rather too stiff and formal to suit country school-houses, where land is, or ought to be plenty.—But while winter holds the earth in its grasp, little can be done in this direction, except in the way of resolving and planning—which we hope will be done, in many a district, and the work of actual improvement vigorously commenced with the return of Spring.

In the mean time, more attention may be paid to the indoor attractions of the school; and among these there is none which can be made more potent than music. Mr. Pickard, our State Superintendent, remarks in his Report, that the larger per cent. of attendance upon schools taught by females, proves that they are more successful, and of course have more influence to attract children to the school. If to all the "essential" qualities of a teacher, our male and female teachers both, can add that most important of all the "peculiar" qualifications —taste and skill in music—(and we are not sure but this should be ranked among the essentials)—our schools will be still better attended, much more useful and softening in their influence, and withal far more easily governed.

We intended long ago, to call attention to the excellent Piano for schools, furnished by Messrs. Boardman, Gray & Co., of Albany; but noticing the destruction of their manufactory and pianos by fire, the intention was postponed. Now, however, we observe that they have risen from the ashes, and on this account as well as an interest in their purpose to bring the piano within the reach of schools, we take pleasure in calling attention to their advertisement. Formerly the expense of the instrument prevented its more general use in schools; but it is now within the reach of those districts, to say the least, among the families of which are to be found several private instruments; and we suppose no musician of taste hesitates to recommend it in preference to the Melodeon.

Our Contributors.—We are thankful for an increased number of favors from contributors of late. Mr. Corbet, now teaching at Briggsville, Marquette Co., and highly spoken of as a teacher, in that part of the state, furnishes an article, written at the request of many fellow-teachers. Such practical articles, giving the results of experince, are most useful. A long expected article from A., arrived too late for this month, and will appear next.

School Room Exercises.—We commence a new Department under this head this month. We ask contributions from our readers.

Prospectus, Prizes etc., for 1861.—See First inside page on the cover.

## OUR EDUCATIONAL EXCHANGES.

As our readers, whether teachers or otherwise, are many of them from other States, and as we are sometimes inquired of as to other Educational Journals, we have thought that a brief notice of each may not be without interest. We take up first, those which in some way have an official or authoritative character, and begin with the

MAINE TEACHER.—This Journal is now in the third year of its existence, and since the beginning of the present volume, has been in editorial charge of Hon. E. P. WESTON, State Supt. This arrangement though unusual, is not without its advantages. It puts it in the power of the chief educational officer of the State to communicate very freely and fully with the local officers, but we should judge it would be less agreeable to teachers than the usual arrangement. We have however seen but one number of the "Teacher," and cannot speak of it intelligently. We have not as yet the pleasure of an exchange with it, and hereby solicit the favor. Published at Portland, we believe.

THE N. HAMPSHIRE JOURNAL OF EDUCATION has just finished its Fourth Vol., being half a year younger than our own. Like most of its compeers, it is published by the State Teachers' Association, has a board of twelve editors, and a resident editor, HENRY E. SAWYER, of Concord. It is conducted with ability, and we see many an article in it that we would like to transfer to our pages. We are glad that our native State has so good a Journal.

THE VERMONT SCHOOL JOURNAL, AND FAMILY VISITOR, is in its second year, and promises well. It is published by a Committee of the State Teachers' Association and is under the editorial care of A. E. LEAVENWORTH, West Brattleboro. Judging from some remarks in a late number of the Journal, there seems to have been some lack of proper interest on the part of some of the Vermont Teachers in their Association and in their Journal, and in fact the same is true of Wisconsin. Having in former days been both pupil and teacher in Vermont schools, we hope to hear good accounts of the gallant Green Mountain State.

THE MASSACHUSETTS TEACHER, has just completed its Thirteenth Volume, and next to the Connecticut Common School Journal, is the oldest of our State Educational Journals. It has about it a dignity and solidity befitting the reputation of Massachusetts in the work of Public Education. It has its board of Twelve Editors, one for each month; among them such men as Crosby, Northrop, and Philbrick. By the Prospectus for 1861, just received, we observe that it is hereafter to have three resident editors. Published in Boston.

THE RHODE ISLAND SCHOOLMASTER, has just completed six volumes, and though it speaks modestly of itself, by implication, in comparison with its compeers of Massachusetts and Connecticut, it is nevertheless one of the most practical and useful Journals for teachers, that we receive. It has an Editorial Board of Twelve, two for each month, and special contributors, but no permanent editor. Published at Providence.

THE CONNECTICUT COMMON SCHOOL JOURNAL, is the oldest of the family, having completed its Fifteenth Volume. Charles Northend, of New Britain, is Resident Editor, having Twelve Associates. This Journal is a staunch and veteran worker in the cause, and is a fitting Educational exponent of the "land of steady habits."

This finishes the New England State Journals, all of which are $1,00 a year, and under the control of the respective State Teachers' Associations, except that of Maine. Next month we shall pay our respects to New York, Pennsylvania, Ohio, &c.

## EDUCATIONAL INTELLIGENCE.

STATE NORMAL SCHOOL.—The following notice is encouraging, and indicates progress:

The Board of Normal School Regents for Wisconsin, will receive proposals from any city, town or village, for the establishment of a State Normal School, as provided in section 14 of chapter 22 of the revised statutes. Propositions or letters of inquiry may be addressed to the Secretary.

Publishers of papers in the State, will confer a favor by giving this notice an insertion. SILAS CHAPMAN, Secretary,

Milwaukee, Wis.

LAWRENCE UNIVERSITY.—By the catalogue for 1860-1, we learn that the number of students in all, is 277, 172 male, and 105 female. Of these, 121 male and 63 female students, are in the Preparatory Department, and 23 male and 17 female, are pursuing the University course of study, while 20 more ladies are in the several classes of the Ladies' Collegiate Department; 37 students from different departments, (four only being ladies) belong to the Teachers' Class or Normal Department. We regret to see so few of the female students thoroughly preparing themselves for teachers.

In this connection we call attention to a "Plan for Self Education," reprinted by request of a member of the University, from the *Appleton Motor*. We understand that the Faculty of the University approve the plan, and are ready to cooperate in carrying it out. All feasible and proper means for extending the benefits of education to all classes, and especially to those who cannot pursue a regular or academical course of study, are deserving of encouragement. The plan above alluded to, seems to be the result of careful thought, and we hope to hear from it further.

RACINE COLLEGE.—The Milwaukee Daily *Sentinel*, in speaking of this Institute, says:—"Its success has exceeded the most sanguine expectations of its many friends. Every department is in most capital working order, and it has been pronounced by a high authority to be "the very best Church School in America."

BELOIT COLLEGE.—We learn from the *Journal* and *Courier*, that the students are making an effort to establish a Gymnasium. This will add to the usefulness as well as attractiveness of the College, and help it to furnish to society, young men with sound and able bodies, as well as cultivated minds.

WAYLAND UNIVERSITY.—The *Citizen* says:—The citizens of Beaver Dam have paid to that institution over $18,000, besides giving land for its grounds worth at least $3,000.

MILTON ACADEMY.—The fall term of this institution closed Dec. 4. There have been in attendance during the term, 203 students. Of these over 50 are teaching in our public schools for the winter. Some idea of the worth of its Normal Department, can be gained from the fact, that it has furnished in the past year, over one hundred teachers for the private and public schools of the State.—*Janesville Gazette.*

WAUTOMA.—The winter term of the Union School commenced on Monday, Dec. 3d, to continue four months, under the charge of H. O. Pierce. Miss Capron will have charge of the Intermediate Department. Our School is in a flourishing condition —*Republican.*

MISS BARTHOLOMEW, of New Britain, Conn., has accepted the appointment in our High School, tendered her by the Board of Education. She succeeds Mrs. WALKER, resigned.—*Racine Advocate.*

COUNTY TEACHERS' ASSOCIATIONS.—The Sheboygan County and Chippewa Valley Teachers' Associations, held meetings in the holidays, commencing Dec. 26; the former at Sheboygan, the latter at Eau Claire.

We shall always be glad to give notice, and to publish an abstract of the proceedings of meetings of Co. Associations. Will our friends please furnishthem?

TOWN TEACHERS' MEETINGS, we are glad to see, are becoming more common. In city schools, they are generally required. It is still more creditable to teachers to meet voluntarily for mutual improvement. We observe meetings called in Union Grove, (Racine Co.,) Pleasant Prairie, (Kenosha Co.,) Decatur, (Green Co.,) and Hebron, (Jeff. Co.,) and have no doubt there are many more such.

LECTURES.—The "Rock County Teachers' Association" has issued a call to the several Town Superintendents to make provisions for lectures in the several school districts in the county during the winter on some educational subject.—This is a good idea, and should be practiced in every county in this State. The people need to be aroused in the cause of education, and there is no plan we have heard of that pleases us more than the one we have mentioned. We hope the several Superintendents in Green County will consider the matter. Lectures may be secured free of cost.—*Broadhead Reporter.*

If Messieurs Legislators will give us good County Superintendents, the above good idea can be much more effectually realized.

A GYMNASTIC TOURNAMENT, is to be held in Chicago on the 7th inst. Physical education is looking up.

ILLINOIS AND INDIANA.—The State Teachers' Associations of these States, held their Annual Meetings during the Christmas holidays, commencing Dec. 26, the former at Quincy, and the latter at Indianapolis. Some desire was expressed at our last meeting, for a change to this period of the year, in our own Annual Session. It is a better time for work, and could we have a meeting while the Legislature is in session, it might help to stir up that body to "good works."

# BOOK TABLE.

AN EXPLANATORY AND PRONOUNCING DICTIONARY, of the English Language.—Abridged from the American Dictionary of Noah Webster, LL D. By Wm. G. Webster, assisted by Chauncey A. Goodrich, D. D. With numerous useful tables. New York: Mason & Brothers, 5 & 7 Mercer St. Cincinnati: Rickey, Mallory & Co.

In this work, Mr. Webster, assisted with the great experience of Dr. Goodrich, acquired in bringing out the Quarto, has given us a very useful abridgment of his father's labors. Not merely definitions, but examples are given, illustrating the proper use of words, while above 1700 important words are further explained and distinguished, by a system of synonyms. As a manual for Academies and High Schools, as well as for the general reader, it is very convenient. Some suggestions in regard to pronunciation, from Wm. H. Wells, Esq., sup't of Schools in Chicago, and author of a well-known Grammar, are embodied in the work, and increase its value. We shall advert to these again.

A COMPENDIUM OF NATURAL PHILOSOHPHY; adapted to the use of the general reader, and of Schools and Families. A new edition, revised, enlarged, and embracing the latest discoveries in the Science, To which is now added a supplement containing Instructions to young experimentors, with a copious list of experiments. By DENISON OLMSTEAD, LL. D., Prof. of Natural Philosophy and Astronomy, in Yale College. New York: Clark, Austin & Smith.

A sale of 70,000 copies, and a wide adoption in Seminaries, in this country, and to some extent in Europe, is pretty good evidence of merit. Upon a careful examination, the reader is not disappointed. Ten years in which to test the book, as well as his own professional experience, has enabled the author to improve this manual in the present edition; and it may be safely commended as a thoroughly good text-book, except that the illustrations might be improved. The "instructions" and "experiments" add much to its value.

A COMPENDIUM OF ASTRONOMY; containing the elements of the Science, familiarly explained and illustrated. Adapted to the use of High Schools and Academies, and of the General Reader. A new and greatly improved edition, containing the latest discoveries. By DENISON OLMSTED, LL. D., Prof. of Natural Philosophy and Astronomy, in Yale College. New York: Collins & Brother, 82 Nassau street.

This manual is also a well-tried and well-approved text-book, and simplifies the sublime subject upon which it treats, as far as is compatible with its abstruse nature. Some useful improvements have been added for tracing and learning the constellations.

RUDIMENTS OF NATURAL PHILOSOPHY, & ASTRONOMY; designed for the younger classes in Academies, and for Common Schools. By Prof. OLMSTED. New York: Collins & Brother.

This seems to be a successful attempt to meet the wants of quite youthful beginners in Natural Science, who are advanced enough to use a text-book. It is less formidable than the books more generally used, and supplies a place not exactly filled by any similar book. It will incite in many young folks a taste for science we hope.

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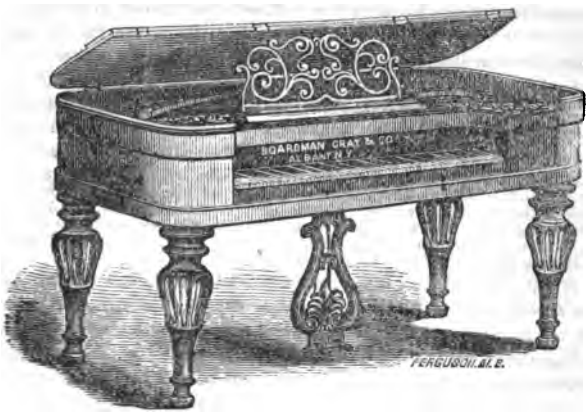


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# Wisconsin Journal of Education.

VOL. V. FEBUARY, 1861. NO. 8.

## THE GLORY OF PHYSICAL GEOGRAPHY.

ADDRESS AT THE LAYING OF THE CORNER-STONE OF THE UNIVERSITY OF THE SOUTH.

BY LIEUT. A. F. MAURY.

Physical geography makes the whole world kin. Of all the departments in the domains of physical science, it is the most Christianizing. Astronmy is grand and sublime; but astronomy overpowers with its infinities, overwhelms with its immensities. Physical geography charms with its wonders, and delights with the benignity of its economy.—Astronomy ignores the existance of man;—physical geography confesses that existence, and is based on the Biblical doctrine that the earth was made for man. Upon no other theory can it be studied; upon no other theory can its phenomena be reconciled. The astronomer computes an ephemeris for his comets; predicts their return; tells the masses of the planets, and measures by figures the distance of stars. But whether stars, planets or comets be peopled or not, is, in his arguments, theories and calculations, of no consequence whatever. He regards the light and heat of the sun as emanations—forces to guide the planets in their orbits, and light comets in their flight—nothing more. But the physical geographer, when he warms himself by the coal fire in winter, or studies by the light of the gas burner at night, recognizes in the light and heat which he then enjoys the identical light and heat which came from the sun years ago, and which with provident care and hands benignant have been bottled away in the shape of a mineral, and stored in the bowels of the earth for man's use, thence to be taken at his convenience, and liberated at will for his manifold purposes.

Here in the schools which are soon to be opened, within the walls of the noble institution which we are preparing to establish in this wood, and the corner-stone of which has just been laid, the masters of this newly-ordained science will teach our sons to regard some of the commonest things as the most important agents in the physical economy of our planet. They are also mighty ministers of the Creator. Take this water (holding up a glassful) and ask the student of physical geography to explain a portion only of its multitudinous offices in helping to make this earth fit for man's habitation. He may recognize in it a drop of the very same which watered the garden of Eden when Adam was there.—Escaping thence through the veins of the earth into the rivers, it reached the sea; passing along its channels of circulation, it was conveyed far away by its currents to those springs in the ocean which feed the winds with vapors for rains among these mountains. Taking up the heat in those Southern climes, where otherwise it would become excessive, it bottles it away in its own little vesicles. These are invisible, but rendering the heat latent and innocuous, they pass like sightless couriers of the air through their appointed channels, and arrive here in the upper sky. This mountain draws the heat from them; they are formed into clouds, and condensed into rains, which coming to the earth make it "soft with showers," causing the trees of the field to clap their hands, the valleys to shout, and the mountains to sing. Thus the earth is made to yield her increase, and the heart of man is glad.

Nor does the office of this cup of water, in the physical economy end here; it has brought heat from the sea in the Southern hemisphere to be set free here for the regulation of our climates; it has ministered to the green plants, and given meat and drink to man and beast. It has now to cater among the rocks for the insects of the sea. Eating away your mountains, it fills up the valleys, and then loaded with lime and salts of various minerals, it goes singing, and dancing, and leaping back to the sea, owning man by the way as a task master; turning mills, driving machinery, transporting merchandize for him, and finally reaching the ocean, it there joins the currents to be conveyed to its appointed place, which it never fails to reach in due time with food in due quantities for the inhabitants of the deep, and with materials of the right kind to be elaborated in the workshops of the sea into pearls, corals and islands, all for man's use.

Thus the right-minded student of this science is brought to recognize in the dewdrop the materials of which He who "walketh upon the wings of the wind" maketh his chariot. He also discovers in the raindrop a clue by which the Christian philosopher may be conducted into the very chambers from which the hills are watered.

I have been blamed by men of science, both in this country and in England, for quoting the Bible in confirmation of the doctrines of physical geography. The Bible, they say, was not written for scientific purposes, and is therefore of no authority in matters of science. I beg pardon; the Bible *is* authority for everything it teaches. What would you think of the historian who should refuse to consult the historical records of the Bible because the Bible was not written for the purpose of history? The Bible is true; and science is true. The agents concerned in the physical economy of our planet are ministers of His who made both it and the Bible. The records which He has chosen to make through the agency of these ministers of His upon the crust of the earth, are as true as the records which by the hands of His prophets and servants He has been pleased to make in the Book of Life. They are both true; and when your men of science with vain and hasty conceit announces the discovery of disagreement between them, rely upon the fault is not with the Witness of His records, but with the "worm" who essays to interpret evidence which he does not understand.

When I, a pioneer in one department of this beautiful science, discover the truths of revelation and the truths of science reflecting light one upon the other and each sustaining the other, how can I, as a truth-loving, knowledge-seeking man, fail to point out the beauty, and to rejoice in its discovery? Reticence on such an occasion would be sin, and were I to suppress the emotion with which such discoveries ought to stir the soul, the waves of the sea would lift up their voice, and the very stones of the earth cry out against me. (Great applause.)

As a student of physical geography, I regard earth, sea, air and water as parts of a machine, pieces of mechanism not made with hands, but to which, nevertheless, certain offices have been assigned in the terrestrial economy. It is good and profitable to seek to find out these offices, and point them out to our fellows; and when, after patient research, I am led to the discovery of any one of them, I feel with the astronomer of old, as though I had "thought one of God's thoughts," and tremble.—Thus, as we progress with our science, we are permitted now and then to point out here and there in the physical machinery of the earth a design of the Great Architect when he planned it all.

Take the little nautili. Where do the fragile creatures go? What directing hands guides them from sea to sea? What breeze fills the violet sails of their frail little craft, and by whose skill is it enabled to brave the sea and defy the fury of the gale? What mysterious compass directs the flotilla of these delicate and graceful argonauts? Coming down from the Indian Ocean, and arriving off the stormy Cape, they

separate, the one part steering for the Pacific, the other standing for the Atlantic. Soon the ephemeral life that animates these tiny navigators will be extinct; but the same power which cared for them in life now guides them in death, for though dead, their task in the physical economy of our planet is not yet finished, nor have they ceased to afford instruction in philosophy. The frail shell is now to be drawn to distant seas by the lower currents. Like the leaf carried through the air by the wind, the lifeless remains descend from depth to depth by an insensible fall even to the appointed burial-place on the bottom of the deep; there to be collected into heaps and gathered into beds which at some day are to appear above the surface a storehouse rich wit fertilizing ingredients for man's use. Some day science will sound the depth to which this dead shell has fallen, and the little creature will perhaps afford solution for a problem a long time unsolved; for it may be the means of revealing the existence of the submarine currents that have carried it off, and of enabling the physical geographer to trace out the secret paths of the sea.

Had I time, I might show how mountains, deserts, winds and water, when treated by this beautiful science, all join in one universal harmony, for each one has its part to perform in the concert of nature.

The Church, ere physical geography had yet attained to the dignity of a science in our schools, and even before man had endowed it with a name, saw and appreciated its dignity, the virtue of its chief agents. What have we heard chanted here in this grove by a thousand voices this morning? A song of praise, such as these hills have not heard since the morning stars sung together: the BENEDICITE of our Mother Church, invoking the very agents whose workings and offices it is the business of the physical geographer to study and point out! In her services she teaches her children in their songs of praise to call upon certain physical agents, *principals*, in this newly-established department of human knowledge: upon the waters above the firmament; upon showers and dew; wind, fire and heat; winter and summer; frost and cold; ice and snow; night and day; light and darkness; lightning and clouds; mountains and hills; green things, trees and plants; whales, and all things that move in the waters; fowls of the air, with beasts and cattle; to bless praise and magnify the Lord.

To reveal to man the offices of these agents in making the earth his fit dwelling place, is the object of physical geography. Said I not well that of all the sciences physical geography is the most Christianizing in its influences?

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KNOWLEDGE cannot be acquired without pains and application. It is troublesome, and like deep digging for pure water; but when once you come to the springs, they rise up and meet you.

# MEDITATIONS AND EXPERIENCE OF A TEACHER.

## CHAPTER II.

"But I have griefs of other kind,
Troubles and sorrows more severe,
Give me to ease my tortured mind,
Lend to my woes a patient ear;
And let me, if I may not find
A friend to help—find one to hear."—CRABBE.

A day of respite is very grateful to a teacher. With such a day, I felt relieved from my perplexing task. But still my heart was heavy, and I was deeply anxious about my charge. I have not yet heard of any particular complaints being made against me, yet I am confident that my school is not doing as well as it might and ought to do. I wish for better order, and I wish my pupils to learn more; I fear that the parents and trustees are too indifferent, and will continue so till the children begin to make exaggerated complaints. I wish that they knew all of the facts and could have some sympathy for me. I only need their approval and encouragement; and this would be a remedy for the evils under which I suffer. I do not wish them to perform a part of my task, but I wish that done which will render my labor more effective. My pupils need to learn that they are not going to school merely for my gratification; and that they are here for something more than their temporal amusement.

Education and School policy are subjects that I can not let alone; in spite of all opposition they claim my attention. If I cannot be a successful teacher, gladly would I give countenance and assistance to those who can succeed. I can regard a successful teacher as a superior genius; but the parent who fairly developes the morals of his children, teaches them the ways of the world, and shows them how to evade its alluring temptations, and how to become good and great, accomplishes a nobler work than the school-master; and such a parent is entitled to more veneration. If all parents were wise and would thus perform their duty, Oh! what a mighty revolution would soon be made. Churches and schools would become vastly more efficacious. The world would soon be peopled by those who embodied all the excellent moral traits of which humanity is susceptible.

The design of schools is great and noble. All that they contemplate is not often accomplished. But they do much, and what would the world be without them? There are no great and noble minds that do not owe much to the schools—even the common schools. And yet how ungrateful to teachers are many of those whom these institutions have greatly

benefited? The teacher is only human, and like all others of his race, he has his frailities. And these are too often magnified by the circumstances under which he labors; and then how few are willing to throw around him the mantle of charity.

I had heard much about the school system of this State before I came hither. I have been for two years a reader of its Educational Journal; and from it, I have derived much useful information, and taken courage to persevere in the work of instruction. Here I am deeply impressed with the importance of a correct state of public opinion, as being necessary to the success of any school system. One of my favorite authors dwells appropriately upon it.*

My school is a failure. Mischief and insubordination increased to such a degree that I deemed it necessary to call a council of the Trustees. I frankly told what was the state of affairs, and how I had been treated.—I was doing all that I could do, but that was not sufficient. If I attempted more, I needed their sanction. Without this, I knew that my discipline would be abortive. Instead of attempting to remove the trouble existing in my school, these worthies only requested me to resign. Ah! they feared the displeasure of their neighbors. Had they expelled some of the unruly pupils, or sustained me in such rigid domination as was needed, it would have been a source of ill feeling that would have been lasting. But if I were removed, they knew it would be otherwise—I would soon leave the place. These circumstances swayed the judgment. What pusillanimity! And how few persons will take a rational view of the unfortunate event! I am held accountable for it all. Oh! my disappointment, and my injured reputation! What will be the consequence to the morals and habits of my late pupils, exulting in having thus driven me away? What a task for my successor! But have I here done my duty? Could I have done better? My suspense is more painful than the exposure of my incapacity in its worst colors. How unfortunate to be put out of employment at this unseasonable time of the year; a time also of bank failures and great suspension of business! Employment of any kind is not easy to obtain.

But this humiliating transaction closes with one precious incident—Luckily I invited a friend to attend the council aforesaid. He acknowledges that I have been ill treated, and that I was excited by the circumstances so as not to be able to perform my duty. He gives me his sympathy and wishes me well. "My children," said he, "were learning in your school." This is one of the richest compliments that a teacher ever receives. And such I have received from David S. L.—.

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* See Mayhew on Popular Education, chapter X.

# PIETY INDISPENSABLE TO THE TEACHER.

BY MRS. A. J. WALKER, LATE OF RACINE.

Our profession, my fellow teachers, is indeed one of the most important. In comparing it with that other sacred and divine calling, the ministry of the gospel, we are sometimes almost led to say ours is the holier.—Fraught with the most weighty responsibilities, demanding the greatest patience, charity and justice, in all our acts, it behooves us to see to it that we are well prepared for the station.

It is well that we attend schools and institutes, and thereby store our minds with useful knowledge; knowledge which is, as it were, the main spring of all our success in after life; but there is a fountain whose bitter stream must first be sweetened, whose corrupted effusions must first bear the marks of our own cleansing, before we can meet with perfect success. That fountain is the heart—the secret foe of man, whose constant errings lead him into many paths, winding and dangerous.

Many of those who take upon themselves the responsibility of teaching a common country school, never once ask themselves the most, the all-important question—"Am I prepared in *heart* for this duty?"—Carlessly they take the souls of the young under their charge, and mold and fashion them after their own image. Oh, teacher, beware! There is a God, whose ever watchful eye rests upon all thy labors, and shall He say concerning them, "It shall not be done?"

Do you wonder, then, my fellow teachers, who trust not in God, that you meet with ill-success—that your days seem long and wearisome, and your labor unrewarded? We, too, often forget that we are dealing with immortal spirits, whose destinies are sealed in other worlds. We are heedless of the fact that we are inscribing in deathless characters our words, looks, and actions, upon an immortal soul. Oh, had we these thoughts before our minds, think you we would so often err? Shall we recommend piety, then, as useful to the teacher?

Why is it that industrious, persevering children, so often speak of school with a dread? Because it is a happy place?—because they there expect to find one who will take the place of a parent in kindness, patience, and love? Ah, no; but rather because it is an unpleasant place—because they expect to meet there one who employs force to bring submission—one who despises youthful fancy, and delights in teaching only for money. But with what delight, think you, would children go to a teacher whose heart is filled with love to God and man—one whom they see teaches because he loves to teach—whom they think loves them?—

Shall we not, then, say that piety is useful—shall we not say it is indispensable to the teacher? As well might a teacher instruct without this as a bird fly with clipped wings. Truly, he may ascend above the level of the people, but he will never reach the station of a perfect man. If, then, it is good, let us have it, both in our hearts and lives.—*Rural New Yorker.*

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## HOW CAN YOUNG PEOPLE PLEASANTLY AND PROFITABLY SPEND THE LONG WINTER EVENINGS?

This is an inquiry of no little importance, and one which should receive the serious consideration of parents and teachers. A vast amount of benefit or injury,—of improvement or contamination,—of elevation or degradation,—may be realized, according to the manner in which the evenings of even a single winter are employed. Where instructive public lectures, lyceums, and other similar means of improvement are afforded, there may be but little difficulty in finding pleasant and profitable employment for this season; but where such advantages cannot be enjoyed, as is the case, perhaps, in most of the rural neighborhoods and smaller villages, there is, frequently, no resource but reading, study or amusement at home, or at least, *profitless* roving abroad. The latter course is, too often, not merely *negative* in its results, but decidedly pernicious.

As tending partly to answer the inquiry, and to meet the want above alluded to, I may be allowed to mention a plan which may be new to some of the readers of the *Journal*, and which may be successfully carried out in almost any village or neighborhood. I refer to the formation of *Reading Associations*, to meet once a week, or oftener, as may be thought expedient, for the purpose of reading, criticism, inquiry, &c.—The meetings may be held at private houses, or wherever may be most convenient; and while designed more particularly for the benefit of the young, should not be confined to that class. Parents or teachers should attend and see that the exercises are of a proper character, and properly conducted; but all who attend should be expected to take part in the exercises when called upon in their turn. For the benefit of any who would like to try the experiment, and wish more particular directions, I submit the following outline in the form of *Rules*, which could be varied or extended, as circumstances might require:

1st. This association shall be called the *Reading Association*; and any person may become a member by signing the Rules, if accepted by a vote of a majority of members present at any regular meeting.

2nd. The Association shall meet at such times and places as may be deemed expedient,—arrangements being made at each meeting for the next subsequent meeting,—and the exercises shall consist of reading, criticism, inquiry, etc.

3rd. The officers shall be, a President and Secretary, who shall hold office——weeks. The President shall preside at all meetings, decide all points of order and criticism, assign exercises to members, and have a general supervision over the association. The Secretary shall keep a record of proceedings, of exercises assigned, the Rules and list of members, and of all papers belonging to the association.

4th. Each member shall promptly perform such exercises as may be assigned, and may take part in general criticism, inquiry and discussion, in proper order. Persons not members will not be allowed to attend the meetings, except with a view to become such, unless invited by the President.

5th. Each regular meeting shall be opened by the reading of a selection by the President, (this might be a passage of Scripture); followed by any appropriate selection by a member appointed as "1st select Reader," the week previous. Next in order shall be, the *reading by course* of such matter as may be decided upon by the association, members to read as called upon by the President at the time. After the general reading any business, as the admission of new members, etc , may be transacted; after which a "2nd select Reader," also appointed at the preceding meeting, shall read a closing selection. Each reading exercise except the first, may be followed by criticism, inquiry, etc., to a proper extent. A special critic may be appointed for the evening, and in that case, such critic shall have precedence in correction.

I have given the foregoing as a sort of *outline* of a plan, from which variations could be made, as required. Should the plan meet with favor where something of the kind is needed, and be the means of enlisting the attention and securing the improvement of some who might otherwise spend their evenings in a less profitable manner, my object will be accomplished. It will be readily seen that not only much improvement may be thus made in the art of reading, but much valuable knowledge may be acquired, and thought and inquiry awakened which may lead to more thorough and diligent study at other times.—*Lower Canada Journal of Education.*

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ANGELS in the grave, will not qestion thee as to the amount of wealth thou has left behind thee, but as to what deeds thou hast done in the world to entitle thee to a seat among the blest.—*The Koran.*

## SCHOOL TAXES.

If there be any moral to the tale I have told, it may be summed up in a few words. *Pay your school tax without grumbling;* it is the cheapest insurance on your property. You are educating those who are to make laws for yourselves and your children. In this State you are educating those who are to elect your Judges. Build more school-houses; they will spare you the building of more jails. Remember that the experiment of other countries shows that the development of free and extended education has been followed by public and private prosperity; that financial success and political tranquility have blessed the lands which have recognized its importance. Remember that education without freedom is barren in its results; that freedom without the education of the moral sentiments soon runs into anarchy and despotism; and that liberty, ever vigilant herself, demanding ceaseless vigilance in her votaries—liberty will not linger long in those lands, where her twin-sister, Knowledge, is neglected.—*Geo. Sumner.*

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## PARENTS VISIT YOUR SCHOOLS.

It will be encouraging to the teacher and inspire your children. It will stand as evidence in your concern in the proper culture of your offspring—of those you love, and who bear your own name. That parent is culpable who neglects the school-room. How can you be satisfied to have your children spend day after day where you have never looked?—All you know of the place is what you gather from childhood's reports. And these are not always reliable even when the child is strictly honest, for the judgment is not yet strong enough to manage a system or compehend the parts of an organization.

You do not discharge your full duty when you only send your children to school. It is your business to see them educated, and properly educated; and simply sending them to such schools as are most common will never accomplish this. You must show additional interest in them, and give them additional attention. The true teacher has a wearisome task. Sometimes his interest in the improvement of his pupils sinks under a worried patience. A little attention from you will cheer his heart and strengthen his good purposes. Visit your schools, then, with a true benevolent spirit, and give the mind-training and heart-development of your children as much attention at least as you do the body development of your flocks and the perfect growth of your field crops.

## GOLD DUST.

ALTHOUGH the densest of all principles, truth is the most transparent.

THE man who lives for himself alone lives for a mean fellow.

COVER wisdom with rags and no one will endorse her.

THE darker the setting the brigher the diamond.

HE who knows himself has occasion for humility.

LOW as the grave is, you cannot climb high enough to see beyond it.

IN order to deserve a true friend, we must learn to be one.

A MAN in earnest finds means; or if he cannot find them, creates them.

INGRATITUDE is so deadly a poison that it destroys the very bosom in which it is harbored.

DR JOHNSON was wont to say that a habit of looking to the best side of every event is far better than a thousand pounds a year.

PASSION without principle is as a two-edged sword without a handle. He who wields it gets the worst cuts.

SOME natures are so sensitively strung that they are wounded worse by the point of a finger than others are by the point of a pin.

BE not offended at a jest. If one throw salt at thee, thou wilt receive no harm, unless thou hast sore places.

PASSION is a keen observer, but a wretched reasoner. It is like the teleecope, whose field is clearer the more contracted it is.

HE is happy whose circumstances suit his temper, but he is more happy who can suit his temper to circumstances.

THE malicious censures of our enemies, if we make right use of them, may prove of greater advantage to us than the civilities of our best friends.

HE who rears up one child in Christian virtue, or recovers one fallen creature to God, builds a temple more precious than Solomon's or St. Peter's; more enduring than earth or sky.—*Channing.*

IF a man be gracious to strangers, it shows he is a citizen of the world, and that his heart is no island cut off from other lands, but a continent that joins them.—*Lord Bacon.*

I account this body nothing but a close prison to my soul; and the earth a larger prison to my body. I may not break prison, till I be loosed by death; but I will leave it not unwillingly, when I am loosed.—*Bishop Hall.*

## FAMILY INTERCOURSE AT THE TABLE.

To meet at the breakfast-table father, mother, children, all well, ought to be a happiness to any heart; it should be a source of humble gratitude, and should wake up the warmest feelings of our nature. Shame upon the contemptible and low-bred cur, whether parent or child, that can ever come to the breakfast-table, where all the family have met in health, only to frown, and whine, and growl, and fret! It is *prima facie* evidence of a mean, and groveling, and selfish, and degraded nature, whencesoever the churl may have sprung. Nor is it less reprehensible to make such exhibitions at the tea-table; for before the morning comes, some of the little circle may be stricken with some deadly disease, to gather around that table not again forever.

Children in good health, if left to themselves at the table, become, after a few mouthfuls, garrulous and noisy; but if within at all reasonable or bearable bounds, it is better to let them alone; they eat less, because they do not eat so rapidly as if compelled to keep silent, while the very exhilaration of spirits quickens the circulation of the vital fluids, and energizes digestion and assimilation. The extremes of society curiously meet in this regard. The tables of the rich and the nobles of England are models of mirth, wit, and bonhommie; it takes hours to get through a repast, and they live long. If anybody will look in upon the negroes of a well-to-do family in Kentucky, while at their meals, they can not but be impressed with the perfect abandon of jabber, cachinnation, and mirth, it seems as if they could talk all day, and they live long. It follows, then, that at the family table all should meet, and do it habitually, to make a common interchange of high-bred courtesies, of warm affections, of cheering mirthfulness, and that generosity of nature which lifts us above the brutes which perish, promotive, as these things are, of good digestion, high health, and a long life.—*Hall's Journal of Health.*

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Really great men have something better to do on earth than to draw attention to themselves; they live only in their works; the incidents in their lives are revolutions; the smallest part of them is that which can be located or dated in any place or generation. It is a sublime circumstance that the greatest works are the least known. This in consistency with what Christ says of himself; "Of myself I can do nothing;" "I bear no witness of myself."

## ALGEBRA.

Algebra is that mysterious branch of Arithmetic, by which children can get the answers to their sums, by means of letters, crosses, and bars. It is that useful branch of study, which demands the attention of nearly two-thirds of the children attending our schools, and which every *little* boy and girl ought to study, because it is the *sine que non.* It is a very fashionable study, and therefore very highly necessary; and every little girl, that is able to go to school without her papa's assistance, and every little boy who does not need the high chair at the table any more, is *studying* or wishes to *commence* studying this great mind-elevating and grand-soul-refining study.

What sublime, enobling aspirations have taken possession of our youth! This is not a local matter either; but it is to be found from New Brunswick to California. Young America, to you belongs the honor of first making known, to the dark benighted regions of old fogyism, the existence of a "royal road to learning." It is Algebra—Algebra!—The grand panacea for all mental ailments!

Where is the man that does not need it? The black-smith needs it to find the cost of his iron, and coal. The Tailor, to assist him in cutting and making his coats. And how can the Doctor make his diagnosis, the Lawyer his pleadings, or the Minister his persuadings, without Algebra? Without it, how could the Carpenter build a house, make a mortice, cut a mitre, or lay a shingle? It would be absurdity, to think for a moment of such a thing. It is needed everywhere, and on every occasion. For a man to be without Algebra, is to be without brains.

What is the use of throwing away so much time in studying those common things, such as spelling? "What good's that?—I guess I can spell as well as the most of folks, by keeping pretty close to the Dictionary."

Then again, there is Anatomy and Physiology. Who wants to know any thing about bones, muscles, blood or brains? Who would even dare to insinuate a comparison between the knowledge of *why* we breathe, eat, drink or sleep, and that of the "Binomial Theorem?" There are some so foolish as to waste their time in studying Chemistry, as though there was any satisfaction in knowing what the air is composed of, why fire burns, the difference between a compound and a mixture, a base and a salt. I tell you, that all this sinks into significancy, before "$-x \times -x = +x$," and a *child* can't understand it half as well.

Again I am entirely out of patience with such as waste their time in such nonsense as Natural History. What good is to know anything about the animals or the birds around us? But there are some that even study

the flies and bugs, as well as the leaves and flowers, which we see every day, and know nothing comparatively of $x$ and $y$. I tell you these things must not be. A.

Berlin, Dec. 17th, 1860.

## A SHORT AND EASY METHOD.

When a child has violated a law or broken a rule, the teacher should not spend his time talking about it. A good thorough switching is enough. Appealing to the reasoning powers in such a case, is unnecessary. There are no excuses for scholars; *obedience* is the watch-word; they must not disobey; if they do, assure them that it is at the peril of a severe flogging. This talking to children is all nonsense. Again, it is desirable that children should expect some uniform method of punishment; it is exceedingly perplexing to them—very objectionable, that when they have done wrong, they are to be met with some unexpected penalty. It is very bad, when scholars do not know the precise manner in which their mis-conduct will be met.

*Explaining* lessons, is also another strong objection. Let the pupils commit their lessons to memory. When they arrive at years of reflection, they will be able to analyze rules and definitions. It is certainly a waste of time for the teacher to attempt to simplify the language of our modern books. It is simple enough. T.

## THE DISTRICT SCHOOL.

FROM THE N. Y. TRIBUNE.

Yon crowded school—small beer to closely pent
  Bursts from the open door with sudden pop,
And drowns the streets with foaming merriment.
  They run and roll, they tumble, jump and hop—
A bodied shout, each bubble of a boy—
  Each girl a rainbow-colored, dancing drop
Of careless, happy, loving, laughing joy!
  Bright children! through your freer lips and limbs,
Nature for her great gladness finds vent,
  While we, incased in custom's iron whims,
And raised on manhood's stilts are children still,
  But feel the boy within us slowly die,
And slowly grows the angel there—until
  We fledge our wings at death, to seek the freer sky.

## THE SHEBOYGAN CO. TEACHERS' ASSOCIATION,

Was re-organized at the close of the Institute at Sheboygan Falls, last April, and held a session at Sheboygan, Dec. 26, 27 and 28. Thirty-six Teachers were in attendance.

Addresses were delivered by E. B. Gray, President, and Principal of the Sheboygan Union School, and by Rev. C. W. Camp, and J. H. Bently, Esq, of Sheboygan.

Tho Exercises, in the order of their prominence and particular importance attached to them, were,

1. Physical Training.
2. General Management of the School, with reference to Mental, Intellectual and Physical Improvement.
3. Reading and Elocution.
4 Arithmetic, Geography, and Grammar.

Particular importance was attached to physical training, and the leading idea was to show how to make it subservient to the general welfare of the people; that pupils can be *reached* by healthy, exhilerating exercise of body; and that a direct moral influence is exerted by it through the demand of such exercises for attention and obedience.

### NOTES OF MR. GRAY'S ADDRESS.

Mr. Gray addressed the Teachers at the opening of the session, upon the utility of such meetings, which he thought depended entirly upon the spirit and energy with which, as individuals, we entered into the work. It was not the design of this meeting merely to pass the holidays in having a jolly time, but to engage in the most earnest work, though he hoped it would be exhilerating.

It was quite as much as he expected, to find twenty-five out of one hundred and twenty or more teachers in the county. He said if there was a class of persons who failed to exercise their powers and privileges in influencing the progress of Education, Legislation or general improvement, that class was the teachers. He showed what influence the teachers of this State ought to exert on legislation for school purposes. Our willingness to work here was something of an index to what we should do in school.

### NOTES OF MR. CAMP'S ADDRESS ON SELF CULTURE.

The speaker described the teacher as a real servant of the parents and pupils. The teacher was only to assist the pupil to master himself, which he would necessarily be compelled to do soon. He showed how many needed masters after becoming men. The indolent, the spendthrift, the glutton, the sensualist, the proud and vain; all in a certain way need

masters. The mean, too, needed masters. The old Grecian said he was asked what he was good for, "I am useful to all such as need masters." That is the man we need now. How can we govern others, who can not govern ourselves? We succeed only in some special departments to a limited extent, because we are not fully cultivated. To succeed in self culture and therefore in perfectly mastering others,—

1. We must know our physical defects, and adopt a more rigid style of living. Expand these narrow chests by proper physical training.—The hand must be trained to more skill; the muscles to be more firm and healthful;—and

2. We must know our defects of memory, judgment and reason, and see that we correct them.

3. And above all, must we see our moral defects and strive to amend our lives; to be more pure; and trusting in the good spirit of God to direct us, control ourselves as immortal beings should.

The teachers who took a more active part in conducting the exercises of the association, were Messrs. Gray and Marschner, and Misses McLaren and Turner, of Sheboygan; Mr. A. W. Whitcom, of Sheboygan Falls, and Messrs. Littlefield and Drewry, and Mrs. Drewry, of Plymouth.

The following questions were discussed during the sessions:

*Resolved*, That Physical is of more importance than Intellectual training in our schools.

*Resolved*, That Tact is of more importance than Knowledge to the teacher of the common school.

The following Preamble and Resolutions were discussed at some length and unanimously adopted:

*Whereas*, Our common schools need a more thorough supervision than they now obtain from the Town Superintendents, Therefore,

*Resolved*, That the law creating Town Superintendents, should be abolished, and a law providing for County or Assembly District Superintendents should be substituted.

*Resolved*, That in the opinion of this Association, immediate action of the Legislature to effect that purpose would be desirable.

W. O. Butler, Secretary.

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Public Education.—No material interest is so important to a community as public education, connected as it is with public morals and our common welfare. It is the fountain from which our prosperity flows; it is the foundation on which our happiness is reared.—*Waupun Times.*

## MY FRIEND THE SCHOOLMA'M.

(PRINTED BY REQUEST.)

I had met her at school and at home,
  And her friendship was proud to retain,
For I learned 'neath that plebian dome
  She was practical, prudent and plain;
And I wandered there oft, to await
  Some message, or chance, one to send.
Can it be that I lingered so late,
  Just to chat with my plain teacher friend?

Without fortune, or fame, or high birth,
  Or beauty surpassing, what power
Has my friend? That of true moral worth,
  And a mind of itself a rich dower—
The result—very late hours, seems my fate,
  Though the practice I will not defend,
Can it be that I lingered so late
  Just to chat with my plain teacher friend?

I have sacrificed time it is true,
  And foregone other pleasures for this,
Yet a cautious unselfish review,
  Reveals nothing sadly amiss;
And the sacrifice seems not too great
  For the recompense. But to what end?
Can it be that I lingered so late
  Just to chat with my plain teacher friend?

While we chatted of science and schools,
  And authors and teachers and *pay*,
And errors and measures and rules,
  Passing hours flew unnoticed away.
Which when passed would incite to debate,
  Whether thus I should please or offend—
Can it be that I lingered so late
  Just to chat with my plain teacher friend?

Passing strange did it seem to me then,
  (And it seems to me still much the same,)
It should happen again and again;
  And the query persistently came,
As I turned from the plain little gate,
  My lonely way homeward to wend—
"Can it be that I lingered so late
  Just to chat with my plain teacher friend?"

Portage, December, 1860. L.

## DIARY OF INSTITUTES.—1860.

(CONCLUDED.)

*Monroe, Green Co., Dec.* 26.—"Christmas comes but once a year," and so it was thought best not to open the exercises until Wednesday morning, when some seventy-five names were enrolled, nearly all in attendance being engaged in teaching, the present winter. Of course, with such an attendance of "live teachers," things moved off well. A large delegation from Illinois has contributed much to the interest of the occasion.—A better company of Teachers has not been assembled in the State. A monthly Institute is kept up in an adjoining town, and regularly attended by from seventy to one hundred teachers. This speaks well for the good cause here.

The arrangemets were all made in due time, everything to the satisfaction of those in attendance. The lectures were well attended, especially those of Prof. J. D. Butler, which were, as usual, full of interest. The hospitality of the place seemed unbounded, and with such a feeling as exists here, it is to be regretted that they do not unite the three districts in one, and have a good Union High School. Good as the Schools are now, they would find that "in Union there is strength."

Many thanks to friends Conger and Ball for making the Holiday week so pleasant.

Thus has closed the year's work of Institutes, a year fraught with pleasant recollections—one long to be remembered. Friendships have been formed that will last through time, and thoughts suggested which will go on doing their work in years to come.

To the teachers, one and all, who have by their kindness and good will, contributed so much to make the year's labor one of pleasure, we would return our sincere thanks, with kind wishes for the future,—hoping if it shall be our fortune to meet again, it may be to warm and strengthen the friendships now existing, and to impart a new love for our vocation, and new zeal to work in the harvest "whose fruit is ripening fast."

C. H. ALLEN.

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## INSTITUTE APPOINTMENTS—1861.

In answer to applications received, Institutes have been appointed at the following places, and times :—

Port Washington, Ozaukee County, February 18.
Oconomowoc, Waukesha County, March 18.

The sessions will continue as usual until Friday evening.

Other applications should be made by those desiring Spring Institutes, as early as possible this month.

February 1st. CHAS. H. ALLEN.

## REPORT TO BOARD OF NORMAL REGENTS.

[The following extracts from Mr. Allen's Report to the Board of Regents, will be interesting in this connection.—ED. JOURNAL.]

The Institutes have been universally well received, having had the hearty co-operation of the principal teachers and friends of education, in localities where held; of the press which has freely opened its columns to the publication of calls, notices and proceedings, and in all cases, save one or two, spoken in the highest terms of commendation of their usefulness and efficiency; of parents and patrons of schools, who have, in every place, freely opened their houses for the entertainment of those assembled; of school officers, who have, in many cases, at great personal sacrifices, attended the entire sessions, for the purpose of seeing, as one well expressed it, "who is to teach our children," and for the further pnrpose of engaging from the working ranks their supply of teachers;—and of the State Superintendent of Public Instruction, who has united appointments with your agency, thus rendering valable aid, in conducting Institutes, as well as public addresses.

The results which have followed have been of the most satisfactory kind. New life has been given to the school system of the State.—Teachers have been led to think, to set their mark higher, and to strive to qualify themselves better for the responsibilities which rest upon them. Patrons of schools have been led to know better what good schools are, and how they are to be attained. Union districts have been formed, graded schools established, and the demand for good, well qualified teachers, greatly increased. In the schools, new, and it is to be hoped more rational methods of instruction have been adopted, in place of the old time "rote" system. Nor has this influence been confined to those immediate localities where Institutes have been held. Said an eminent instructor, and close observer, "I do not believe there is a single school, in the counties where Institutes have been held, which is not taught better now than heretofore." It is true, not much instruction can be given, in a session of from two to five days, but it has been the aim of those having the session in charge, to reach, by suggestive hints, the immediate wants of those assembled, and to leave behind thought seeds, that would

continue to grow. Thus, at each session, the teachers are urged to present for discussion and elucidation, their perplexities and wants, and those topics upon which they feel a peculiar interest. In this manner, several thousand questions, each reaching the individual wants of some of those assembled, have been satisfactorally disposed of. These discussions, when conducted in the right spirit, can but be productive of great good.

The demand for Institutes has been greater than the supply. Few localities, where one has been held, severe as the tax upon hospitality has been, but would gladly welcome another session. Upon the part of teachers, there is a desire for longer sessions. This desire will find its satisfaction only when we shall have well established Normal Schools.—The appointments for the present year continue through until December 15, making fourteen more sessions than here reported.

In the next series of Institutes, it will be necessary to provide a corps of instructors sufficient to admit of grading an Institute into at least two classes,—one class composed of those who have previously attended one or more sessions, and the other, those who need to go over the same ground that has been traversed in the past sessions. It would be well also to provide for the issuing of "Recommendatory Certificates," to those teachers who attend, promptly, the sessions held, as those having the employing of teachers have already learned, that other things being equal, teachers who have attended Institutes teach far better than those who have not availed themselves of this means of improvement.

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## NEWSPAPERS.

A child when begining to read always becomes delighted with newspapers because he reads of names and things which are very familiar, and will make progress accordingly. A newspaper in one year is worth a quarter's schooling to a child, and every father must consider that substantial information is connected with this advancement. The mother of a family having more immediate charge of the same, should herself be instructed. A mind occupied, becomes fortified against the ills of life, and is braced for the emergency. Children amused by reading or study, are of course considerate and more easily governed. How many thoughtless young men have spent their earnings in a grog shop who ought to have been reading. How many parents who have never spent twenty dollars for books or papers for their families, would gladly have given thousands to reclaim a son or daughter who had ignorantly and thoughtlessly fallen into temptation.

# MATHEMATICAL DEPARTMENT.

## QUESTIONS ANSWERED.

JOHN W. HUNT.—(1) In finding the least common multiple of two or more fractions why do we first find the least common multiple of their numerators? And then (2) why divide this least common multiple of their numerators by the greatest common divisor of their denominators? Please give the reasoning as plainly as possible in your next number.

*Answer.*—It is plain that the half of a number will exactly divide a multiple of that number twice as often as the whole, the third three times as often, and so on. Also, the least common multiple of the half of each one of two or more numbers will be one half as great as the least common multiple of the wholes; of the third, one third as great, and so on.

Hence, when we have obtained the least common multiple of the numerators of two or more fractions which have for a common denominator 3, we must take one third of this least common multiple for the least common multiple of the fractions themselves. And if the 3, instead of being a common denominator, were the greatest common divisor of different denominators, and hence the greatest number by which each of the numerators was divided, we should be under the same necessity of dividing by it the least common multiple of the numerators, in order to get the least common multiple of the fractions. The same holds true for any other greatest common divisor of the denominators.

Our correspondent will see that we have found it most convenient to answer his two questions together.

To W. R. P.—Your problem contains conditions enough for only *one* equation. As the values of three unknown quantities are required, making necessary at least *two* equations, it is impossible to state it algebraically.

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The following method of showing why "minus multiplied by minus produces plus," has been employed with very satisfactory results:

$$-5\times 4=-20$$
$$-5\times +2=-10$$
$$-5\times 0=0$$
$$-5\times -2=+10$$
$$-5\times -4=+20, \text{ \&c., \&c.}$$

In these multiplications each multiplicand is the same minus quantity, each multiplier is two less than the preceeding, and each product is ten greater than the one before it. It is plain that the products must increase by ten till we have multiplied by 0, and by the same law of increase the products become positive when we multiply by the quantities below 0.—Any other quantities, to complete the reasoning, may be taken instead of the numbers here used.

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We invite attention to the following criticism:

In the November number of the *Journal*, Mr. A. W. Whitcom points out an error in the "common rule" for the equation of payments.

It seems to me that there is another error in the rule, which he fails to eliminate.

I understand the clause, "if money is worth 7 per cent," to mean 7 per cent. *per annum*. This admitted, it follows that $\$\frac{100}{1.0175} = \$98,2801$ is not the present worth of $100, due in three months, the rate of interest being 7 per cent [per annum]; for the interest of $1, for three months, at 7 per cent. is $0,0175 due *at the end of the year*, and not at the close of the three months. Thus it appears that for all periods less than the unit of time, the ordinary rule for finding the present worth, gives too *large* a divisor, and consequently produces too *small* a result for the present worth.

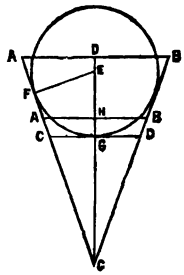
The rule employed by him to find the *time* required for the total present worth to amount to $200, the principal and interest being payable together, involves a similar error.

The partial correction of one of the three errors in his solution, effects scarcely more in this example, than a change of sign of the error in the result as determined by the "common rule."

The following is believed to be a nearer approximation to the true result:

| | |
|---|---|
| Present worth of $100, due in three months, (7 per cent.) | $98,3227 |
| " " " " nine " " " | 95,0521 |
| " " $200 | $193,3748 |

The time required for $193,3748 to amount to $200, principal and interest falling due *together*=.49789 yr=5 mo. 29 24 da. *E.*




*Solution of Problem* 2.*—Let $ACB$ represent a section of the cone through the axis $DC$. Let $E$ be the centre of the sphere, and $AB$ the water line. Draw $EF$ perpendicular to $AC$. Since the triangles $ADC$ and $EFC$ are similar, we have $AD : AC :: EF : EC$; or $\frac{5}{2} : \frac{13}{2} :: 2 : \frac{26}{5}$. $\frac{26}{5} - 2 = \frac{16}{5} = GC$. Let $HG = x$; then $HC = x + \frac{16}{5}$. The solidity of $aCb$ = one-fifth the solidity of the cone plus the solidity of the segment $HG$. We have from similar triangles $CD : DA :: CH : Ha$ or $6 : \frac{5}{2} :: x + \frac{16}{5} : \frac{5x}{12} + \frac{4}{3}$. Therefore we have after reducing this equation, $x^3 - \frac{625}{169}x^2 + \frac{768}{169}x = \frac{1304}{845}$. $\therefore x = '55$ nearly.

JAMES M. INGALLS.

*Solution of Problem* 3.†—The radius of the base of the maximum cylinder inscribed in the sphere whose radius is $R$ $R\sqrt{\frac{2}{3}}$; and its altitude $= \frac{2R}{\sqrt{3}}$. Also the radius of the base, and altitude of the maximum inscribed cone are respectively $\frac{R\sqrt{8}}{3}$ and $\frac{4r}{3}$. Their cubical contents are therefore $\frac{4pR^3}{3\sqrt{3}}$ and $\frac{32pR^3}{81}$. $\therefore$ $\frac{4pR^3}{3\sqrt{3}} - 1 = \frac{32pR^3}{81}$ $\therefore$ $R = \frac{81}{p(36\sqrt{3} - 32)} = '947$ nearly.

JAS. M. INGALLS.

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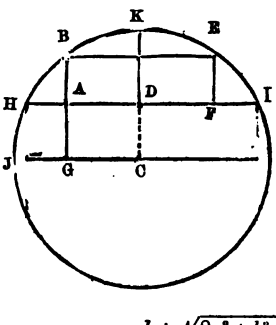


*Solution of Problem* 10.—Let $HBJ$ be the segment, and $ABEF$ the required rectangle. Let $AF = 2x$, $AB = v$, $BG = y$, $CJ = r$, $DR = h =$ the height of the segment, and $CD = r - h = b$. Then $y^2 = r^2 - x^2$, (1), $y - b = \sqrt{r^2 - x^2} - b = v$, (2), and $2xv = max.$ From the last, $x\,dv = -v\,dx$, (3). From (2), its differential, and (3), we readily reduce $x^2 = r^2 - x^2 - b\sqrt{r^2 - x^2} = y^2 - by$. But $x^2 = r^2 - y^2$; hence, $r^2 - y^2 = y^2 - by$, or $y = \frac{b + \sqrt{8r^2 + b^2}}{4}$.

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* NOTE—The truncated cone A B C D, in the diagram, should have been represented by the engraver by the small letters, $a\,b\,c\,d$, to suit the text.—ED.

† NOTE—In this discussion P = 3,14159.—ED.

Therefore, $y-b=\frac{\sqrt{8r^2+b^2}-3b}{4}=v.$ Further, $x^2=r^2=y^2=r^2-\left(\frac{b+\sqrt{r^2+b^2}}{4}\right)^2$ and $x=\left\{r^2-\left(\frac{b+\sqrt{r^2+b^2}}{4}\right)^2\right\}^{\frac{1}{2}}$

If the segment is greater than a semicircle, then $h>r$, and $b$, becomes negative in the above. A. W. WHITCOM.

Sheboygan Falls.

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*Problem* 14.—In a certain city an exact square was laid out for public purposes, which afterwards not being needed, was built upon, and its boundaries lost. But in deciding a case in court, it became necessary to determine what its area had been. All the records that could be found were that there had been a certain tree on the square, from the centre of which, the distances to three of the corners, A, B, and C, were as follows :—to A, 7 chains, to B, 4 chains, to C, 5 chains. Required the area. C. WASMUND.

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# SCHOOL ROOM EXERCISES.

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*Problemn* 1.—We condense a neat solution sent by J. C. Devereux, of Union, Rock Co.

Let $x=$ distance traveled first day; then $4x-5=$ distance to Milwaukee, and $5x-30=$ distance from Milwaukee. Placing these to each other,

$$5x-30=4x-6$$
$$x=24$$

And the distance to Milwaukee is 90 miles.

We have a another solution from B. F. Miller, Mt. Hope.

Will some pupil unacquainted with Algebra, send a solution by Mental Arithmetic?

## HISTORY AND MNEMONICS.

The following table of the dates of the admission of the twenty-one New States into union with the "Old Thirteen" may be useful, and more than ordinarily interesting at this time. We hope the permanent facts of history may not require any table of the time of the *going out* of the Union, on the part of any of the now excited and fractious sisters of the Republic, old or young.

As an amusing, and perhaps profitable exercise, we give also the Key, to Prof. Gourand's system of *Mnemonics*, and apply it to the memorizing of a few of the dates of the table below, leaving it for ingenious pupils to learn the Key, and fill up the Table. Mnemonics, or an aid to the memory, on the principle of some artificial association, has had the recommendation of several distinguished names, both in ancient and modern times, and has been found more particularly useful in fixing dates and numbers in the mind, which are of all things most difficult of remembrance. That more general use has not been made of the art, is owing probably to the fact, that few persons have perseverance enough to learn a thing at all difficult, if they have not had it drilled into them at school. It is for the same reason that so few learn short-hand writing;—an art, which the late Senator Benton said, alluding to the Phonographic method, would have saved him twenty years' labor, if it had been known forty years ago.

### KEY TO GOURAUD'S MNEMONICS.

In this system, the several letters of the alphabet (excepting *a*, *e*, *i*, *o*, *u*, *w*, *y*, and *h*,) and likewise certain combinations of letters, representing elementary sounds, have a numerical value as follows:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| d, t & th | =1; | n & ng | =2; | m=3; | r=4; | l=5; | ch & g soft, j, dg, tch & sh | =6; | c a ch hard g " k & q | =7; | f, ph, gh as f & v | =8; | b & p | =9; | c, s & z | =0 |

### RULES.

1. Letters have value according to their sound; e. g., g in go is 7; g in gem, is 6.

2. Silent letters have no value; e. g. *cough* is 78; but *plough* is only 95, gh being silent.

3. Double consonants in the same syllable have the value of one; e. g. *mill* is 35, not 355.

4. Articles, conjunctions, prepositions and interjections are not mnemonic words; thus, the phrase—the *duty* of *boys* and *girls*=11,907,450, not 111,890,217,450.

From the above, the numerical value of any word, phrase or sentence can readily be determined. It will assist the pupil in doing this, if he pronounces all the phonetic elements of the word or phrase which have significance, something in this way—*Peter the Hermit*, pe te re, re me te = 914,431—adding, as it will be seen, a short vowel sound to each significant sound. In like manner, when seeking a word to memorize a date or number, pronounce the phonetic equivalents of the figures, and they will soon suggest an appropriate word or words. For instance, in the table below, you wish to memorize the date of admission of Missouri,

1821; you say, te fe ne te,; and you find the sounds in—tough knot; and the mind is not long in remembering that politicians found the question of her admission, indeed—*a tough knot.* With a little hammering, the word, and with it the date, is soon riveted in the memory :—

TABLE.

| | | | |
|---|---|---|---|
| 14 Vermont, | 1791 | 24 Missouri, admiss'n a *tough knot*, | 1821 |
| 15 Kentucky, reminds us of Daniel Boone's *Cabin*, | 1792 | 25 Arkansas, | 1836 |
| 16 Tennessee, | 1796 | 26 Michigan, | 1837 |
| 17 Ohio, | 1802 | 27 Texas, | 1845 |
| 18 Lousiana, | 1812 | 28 Florida, | 1845 |
| 19 Indiana, | 1816 | 29 Iowa, | 1846 |
| 20 Mississippi, | 1817 | 30 Wisconsin, | 1848 |
| 21 Illinois, | 1818 | 31 California, | 1850 |
| 22 Alabama, | 1819 | 32 Minnesota, | 1858 |
| 23 Maine, | 1820 | 33 Oregon, | 1859 |
| | | 34 Kansas, | 1861 |

In the word selected to memorize the date of the admission of Kentucky, the 1 (thousand) is not included; this is not necessary, as we *know* so much. 'In memorizing the admission of Missouri, tough might be omitted, because knot—ne te—,21, is of course 1821.

## MAP DRAWING.

Map drawing should be practiced in teaching Geography. No other exercise is so serviceable in imprinting upon the mind of the pupil, that mental picture of the shape and relative position and size of the different divisions of land and water, which is so necessary for a good knowledge of Geography. Much of the instruction given in this branch, is like water taken up in a basket—soon lost forever. A greater part of the early instruction should be done with the globe, and by exercises in map drawing. Not map-tracing or copying, of course, but independent map drawing. The exercises should be such that the pupil shall be able to draw any country, without a map "to copy from," so that the size, shape and other important features shall be correct. Practice and judicious instruction will give almost any pupil that ability in a short time. When once acquired, it is worth volumes of "descriptions" arbitrarily and parrot-like committed to memory, soon to be forgotten.

One of the most important and most neglected features of this branch of study is Comparative Geography. The relative size of countries etc. will be accurately learned only by the use of maps on uniform scales.—Most Geographies pay no attention to this, and to prevent the formation of erroneous immpressions, pupils should be carefully drilled in this matter at the outset, for which purpose Pelton's Outline Maps are very useful, and they should be required to draw a series of maps on uniform scales.

## COMPOSITION.

No exercise is more useful than this. We give two short extracts below, which are much to the point:

BREVITY OF STYLE.—Give the pith, the marrow, the essence, the fire. Press your thoughts, pack them, bring every thing to a burning, scorching focus. Avoiding prefaces, circumlocutions, rush right into your subject at once. Short articles are generally more effective, find more readers, and are more widely copied than long ones. Pack your thoughts closely together, and though your article may be brief, it will have more weight and will be more likely to make an impression.

CHOICE OF WORDS.—When you doubt between two words, choose the plainest, the commonest, the most idiomatic. Eschew the fine words as you would rouge; love simple ones as you would native roses on your cheeks. Act as you might be disposed to do on your estate; employ such words as have the largest families, keeping clear of foundlings and of those of which nobody can tell whence they came.

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## PHYSICAL EXERCISES.

(WITHOUT APPARATUS.)

The following calisthenic exercises are given in a German work, by Schreber, translated by Henry Skelton, of London, and published in Fowler & Wells' "Family Gymnasium;" also in Dr. Lewis' Journal of Physical Culture, in which they are highly approved. We are sorry not to be able to give the appropriate illustrations. The Editor of the Indiana Normal remarks, "these exercises are adapted, both to the school room and family circle, and the ingenious teacher will readily apply them."

### 1. *Rotary Head Movement.*

Five times forward, five times back, five times to the right, and five times to the left.

### 2. *Side Head Movement.*

Turn five times each way.

### 3. *Shoulder Lifting.*

First raise the right shoulder as high as possible, then the left, alternately and simultaneously, each ten times, keeping heels together and shoulders back. I would add here that the shoulders and heels must be kept in these positions in all these exercises, where it is possible.

### 4. *Sinking and Raising the Body.*

Sink down till you touch your heels, and then rise to your utmost height twenty times. Most capital exercise.

5. *Raising of the Arms Sidewise.*

The arms are to be carried from the sides to the perpendicular position over the shoulders and down again, twenty times. In this and in all other exercises the teacher must be very particular in regard to the position of his pupils—*heels together, shoulders drawn back.*

6. *Circular Arm Movement.*

Right hand held perpendicularly over the shoulder, dashes *forward,* and is whirled round and round, coming to rest by the side. Left arm the same. Alternately and simultaneously the same, each ten times.—Again raise the right arm, dash it *backward,* and whirl it round and round. Left arm the same. Alternately and simultaneously the same, each ten times.

7. *Chopping Movement.*

Ten times up and down.

8. *Trotting Movement.*

Stand still in one spot and hop a few inches from the floor on one foot. Then the other foot. Alternate them simultaneously, each twenty times.

9. *Sawing Movement.*

Thrust each hand forward and downward, at the same drawing the elbow of the other arm backward as far as possible, twenty times. Most excellent exercise.

10. *Bending the Body Backward and Forward.*

Move the body very slowly each way, ten times.

11. *Sideward Movement of the Body.*

Move from side to side very slowly, ten times.

12. *Twisting of the Body.*

Twist the body each way, ten times. Splendid for bad livers, and very bad for tight dresses.

13. *Swinging Arms Sideways.*

Swing each way twenty times, as hard as you can, without moving the feet.

14. *Swinging the Arms Apart.*

With force both ways, twenty times.

15. *Stretching the Arms Downward Behind.*

With great force, twenty times.

16. *Throwing back the Elbows.*

As hard as possible, but very slowly, ten times.

17. *Swinging the Arms Backward and Forward.*

Swing the arms with great force, thirty times, striking behind.

Each number will contain additional exercises until the series is completed.

## CORRESPONDENCE.

MENASHA, WIS., JAN. 15, 1861.

REV. J. B. PRADT; DEAR SIR:—

Will you please lay before the teachers of the State, the following question:

Would it be for the interest of Common Schools to apportion the public money according to the *number of whole days in attendance*, and not according to the number of scholars, as at present.

Yours Truly,

S. NEWELL GRIFFITH.

P. S. When, in your "Prize List," you speak of a school being a subscriber to the *Journal*, what is meant; that a certain number of pupils are subscribers, or that the school as a unit take a copy?

REPLY.—We hope that not only the Teachers, but the Legislature of the State will consider this question. There seems to be little propriety in appropriating money for the instruction of children who do not attend school, while if attendance is made the basis of apportionment, the per cent of attendance will increase, a result greatly to be desired.

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WE mean that a school as a unit take a copy, which it can do by collecting a few cents from each of several pupils. The Prizes which we offer, must be paid out of the profit on subscriptions; and therefore we expect all who compete for prizes, whether individual schools or persons, to be subscribers.—ED. JOURNAL.

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————, Wisconsin, Dec. 21st, 1861.

Rev. Mr. PRADT,

DEAR SIR:

I am a young man, teaching my first School, in this place. This district is a small one, settled entirely by foreigners. There are four Irish families, one English, and one or two Norwegian. I have been a reader of the *Journal of Education*, ever since its first publication, and thinking that it would benefit this district, I write now that it may be sent here.

The District Clerk, ————, cannot read or write; but if you would direct it to the Treasurer, I think it would be appreciated by him.

Direct the Journal to————.

P. S. I have contracted for a four months term—have taught four weeks—and if I am a good judge, there has been a perceptible improve-

ment among the scholars, both in behavior and learning. My "temple of learning," is a small log school house. Yours Truly,

_____.

---

th
May 10 1860
Mr Lyman. J. Drayper
Stait Supertendant
Madison Wis

my Dear frend i was Electid town Supertendant of the town of _____, _____ co. Wisconsin and i would like to have A new School code of Wisconsin and som Annual Reports of the Clerk of School Distric and all other papers that is required in my offis
most Repctfuley yors

_____

town Supertendant of Common Schools in the town of _____, _____ co wis

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The two foregoing letters are published as illustrating some of the difficulties under which school teachers and the school-system labor, and the necessity of a change in the system. If all our local school-officers were like the one who writes below, it would be different; but a plan that operates tolerably well in some localities, is nearly abortive in others, and the schools in all parts of the State would be greatly benefited adopting a different mode of supervision.—Ed. Journal.

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Pleasant Prairie, Kenosha Co., Wis, Jan. 5, 1861.

Rev. J. B. Pradt, Editor Journal Education:

Dear Sir:—

In the December number of the *Journal*, I noticed an article over the initials P. S. K., refering with much praise to some of the schools in the town of Somers, in this county, which was doubtless deserved; but when Mr. P. S. K., or any other gentleman, interested in common schools travels this way, I would be pleased to introduce him to some of th schools of Pleasant Prairie. Respectfully,

C. C. PARISH,
Supt. Schools, Pleasant Prairie.

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Women who insist on the privileges, should exhibit the qualities of their sex. She who shows the impudence of the rowdy, has no right to expect the deference which is due to a *lady*. In short, if a woman forgets the delicacy of her sex, no gentleman is bound to remember it for her.

# EDITORIAL MISCELLANY.

## REPORT OF THE STATE SUPERINTENDENT.

The Twelfth Annual Report of the State Superintendent is very full in its details, and contains many interesting facts—some encouraging, and some otherwise. All the counties (56,) report, and 537 towns—all but 7. There are 4211 districts, including the joint districts, and it is found that the number of districts is lessening by consolidation—an encouraging feature. With a township organization for school purposes, instead of the present single-district plan, this consolidation would go on much faster, and the way would be opened for much improvement, and some measure of gradation of the schools. Mr. Pickard is abstractly in favor of the Township district, but is not yet prepared to recommend a plan for the change. The number of school houses is 4045, nearly all the districts being supplied; but although there are many neat and commodious buildings, great numbers of them are otherwise, 1405 being of logs, and 27 per cent are reported as very poor. Only 669 are enclosed; very few have a sufficient yard and play-ground, and very many are unprovided with with the out-houses essential to decency. Upon these evils, the Report dwells in just terms, and leaves school officers without excuse for neglect in these particulars, by giving instruction from high authorities as to the building and general arrangement of school houses.

There are 288,984 school children in the State, of whom 67 per cent are registered as in attendance upon school. This is an advance of 2 per cent. in two years; but 33 per cent of non attendance, and a large amount of irregularity of attendance furnish cause for much solicitude and effort on the part of the friends of education. In comparison with other States however, the attendance is encouraging; being as good as in New York. The average attendance of the number registered, is 59-3-10 per cent, which is very low, but about the same as in Pennsylvania. The poor school-houses, and above all the apathy and neglect of parents, operate to produce this irregularity of attendance. Mr. Pickard brings out the important fact that the attendance increases, as the ratio of female to male teachers increases. The length of schools has increased it appears by the reports 14 per cent over last year. This seems improbable, but it is encouraging that considerable increase at all events is indicated; also that teachers' wages are advancing; particularly those of female teachers. Outside of the cities, the female teachers are three-fifths of the whole number. Eleven of the cities and towns of the State conduct their schools under a special charter. The statistics of these were given in the November number of the *Journal*. It is greatly to be desired that a general plan be devised to meet the wants of towns, and to avoid the multiplication of special enactments for school purposes.

The department is burdened with an increasing correspondence, (which would be diminished by the establishment of a County Superintendency,) and thirty

appeals have been decided. Twenty-nine counties have been visted during the year, and 300 schools. Fifty addresses have been delivered by the Superintendent or his Assistant, at educational meetings, held generally in connection with the Teachers' Institutes, and about 2000 teachers have thus been reached; also several hundred school officers, with whom frequent conferences have been held. Several school-celebrations have also been attended, and Superintendents of several other States have been visited for purposes of conference. The work of the year has evidently been arduous and unremitting.

Six hundred more copies of Webster's Dictionary have been distributed, and the districts are now generally supplied; but applications from new districts require that a supply should be kept on hand.

A second apportionment of fourteen cents to the scholar has been made, as provided by law, making the whole amount the same as last year, 64 cents.—Hereafter the school moneys will be apportioned in June, instead of March, in order to prevent so large an amount as heretofore, from lying idle in the Treasury. The amount of the apportionment is supposed to have reached its maximum, and will hereafter relatively diminish as population increases. Should the income of the fund not increase, the amount per scholar will in a few years go down to 25 cents; but if a policy is pursued which prevents an unwise multiplication of districts, and instead of this reduces their number whenever practicable, the districts will each receive nearly as much as heretofore, beside which, the ability of districts to tax themselves is constantly increasing. The average of the aggregate of tax per county, is $2,27. The whole expenditure for schools during the past year, is less than $3, per scholar, and if the average amount of schooling were made as great as in private schools, the cost would still be but $5 per scholar, while the lowest expenditure for private schools, equal to the public schools, is not less than $12 per scholar. The report leans strongly and judiciously towards making our system of Public Instruction still more efficient, so as to afford to the mass of pupils something more than a knowledge of mere rudiments. The state of the School Fund, and the suggestions of the Commissioners as to its management, are commended to careful consideration.

The Report strongly and cogently urges the adoption of a County Superintendency of schools, as necessary to their effectual supervision, and the proper examination of teachers. The testimony of some of the most intelligent Town Superintendents, and that of the State Superintendents of Michigan, Ohio, New York and Pennsylvania, is quoted in favor of such a plan. We trust this part of the report will meet that attention from the Legislature which it deserves.

The present conflict sometimes arising between the District Board and the Annual District Meeting, is discussed, and the solution of the difficulty pointed out.

In connection with suggestions as to the necessity of having well qualified Teachers, the importance of a system of Graded Certificates, (for which a judicious plan is proposed,) and the value of Teachers' Institutes are appropriately dwelt upon, while the growing necessity of Normal Schools is urged.

The State Teachers' Association, and the Journal of Education are noticed, and the perfection of the Township Library System, now in a state of suspense, is well urged, by fact, argument and testimony.

The general suggestions in regard to the elevation of our school system, and especially the importance of establishing as far as practicable, graded schools, will we think, commend themselves to enlightened approbation, and in regard to Text Books, such moderate and reasonable ground is taken, as will give, we presume, general satisfaction.

Legislation is deemed to be necessary in regard to School Reports, School Registry, the whole matter of School Taxes, the duties of District Boards, the disposition made of forfeited School Moneys, and the important subject of School Supervision, as before stated.

As a whole the Report well illustrates the wisdom of filling the office with an experienced practical teacher; nor should the similar fitness of the Assistant Superintendent be overlooked. Without disparagement to former incumbents, who have in many instances done good service, it may safely be said, we think, that the Department has never been in better hands. The value of the Report would be enhanced by an index, as given last year.

TOWN SUPERINTENDENTS who may not receive the Report of the State Superintendent, through their member of the Legislature, will be supplied on application to the Department.

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## REPORT OF THE BOARD OF NORMAL REGENTS, AND OF THE AGENT.

From the Report for the year ending Sept. 30, 1860, by Hon. Silas Chapman, Secretary of the Board, we gather the following:—Four classes of Institutions report to the Board and receive a part of the Normal Fund, namely, Colleges, with a nett property of $50,000, Female Colleges with with $20,000, Academies with $5,000, and High Schools, (organized under the School Laws,) without a property qualification. The following reported and received aid during the past year: The Colleges at Beloit, Appleton and Galesville; the Female Colleges at Milwaukee and Fox Lake; the Academies at Plattville, Milton, Albion, Allen's Grove, Bloomfield, River Falls, and Richland City; and the High Schools at Kenosha, Racine, Janesville; Milwaukee, (No. 2,) Horicon, Beaver Dam, Fond du Lac, and Oshkosh; in all, twenty Institutions. The number of normal pupils reported, 793, the number allowed, 232, or 29 per cent. The amount appropriated $4,640, being $20 for each allowed pupil. In 1857, $14,520, and in 1858, $10,152, was appropriated. But there has been a decrease in the fund, and a portion has been applied to the payment of agencies for holding Institutes, etc.

From the report of the Agent, we learn that during the year ending as above, forty-seven Institutes were held, reaching thirty-one different counties of the State, convening three thousand four hundred and forty-six teachers and persons interested in the cause of education, for from two days to four weeks, to advise, compare experiences, and receive and impart instruction. In connection with these Institutes, one hundred and seventy-one public addresses were deliverd in the localities where held, and other addresses at contiguous points and places passed in going to and from the session, swelling the number to more than two hundred. These addresses were heard it is thought by six or seven thousand parents and patrons of schools, making an aggregate of more than ten thousand persons, directly interested in the subject of public instruction, who have been reached by this agency. It is believed that this aggregate is made low enough to cover deductions for those who have in the several localities attended two or more sessions. In connection with the conclusion of his Diary, on a former page we publish some extracts from Mr. Allen's Report, and the first appointments of Institutes for 1861.

The three members of the Board whose terms expired with 1860, namely, Messrs. Maxson, Robbins, and Smith, have been re-appointed by Gov. Randall. At a recent meeting, the Board Revised the Course of Study, etc., making some improvements. We expected a copy of the proceedings of the Board for publication, but have not yet received it.

THE STATE UNIVERSITY.—We learn that the Governor has appointed Messrs. Frank, of Kenosha, and Worthington, of Waukesha, members of the Board of Regents of the University. The Resignation of Chancellor Barnard, tendered some time since, has been accepted, and the name of Chancellor Tappan, of the Michigan University, has been mentioned as his successor. Prof. Sterling continues as heretofore, the acting Chancellor.

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## PHONOTOPY AND PHONOGRAPHY.

By these terms, our readers will understand the writing and printing of words according to their sounds. As every spoken word consists of one or more articulate sounds of the human voice, it would seem to be an obvious inference, than when a language is reduced to writing, by means of an alphabet, there should be a distinct character or letter to represent each sound. No alphabet in common use however, is perfect in this respect—exhibiting neither redundancy nor deficiency of letters. The German and Russian alphabets are approximately complete. "The language whose alphabetical written forms least represent its orthoepy," says a late writer, "is the Celtic;" and "the second in rank in this undesirable qualification," he adds, "is probably the English."

It is certain that in a great multitude of words in our language, the pronunciation is no sufficient guide to the spelling; nor does the spelling at all indicate the pronunciation. The fellow who spelled Asia, "A-sha, Asha,—" and who, on

being told that it was wrong, exclaimed, "what then in the name of common sense does it spell!"—had logic if not learning on his side; and the anecdote of the trouble which the Frenchman, who was learning to read English, had in pronouncing the words cough, plough, tough, through etc, is well known.

Including those sounds which are generally represented by two letters, (as in *oil*, *ounce*, *chip*, *ship*, *vision*, *thus*, *thin*, *sing*,) and the numerous vowel sounds which have no fixed representative, there are, it is claimed, forty-three distinct sounds in our language; four of them however, namely, the vowel sounds heard in *ice*, *use*, *oil*, and *owl*, being double vocals, or two vowel sounds rapidly blended, but which it is most convenient, when writing them, to regard as one sound. To represent these forty-three sounds, we have but twenty-three useful letters—the other three, *c*, *g*, and *x*, being superfluous. To have a complete alphabet then, we need twenty new letters. These have already been proposed, and to some extent are already used.

Without attempting at this time to go into history of the reform proposed in our alphabet, and in the ordinary method of writing and printing our language, we will give some practical illustrations of the matter. The following are the twenty-three new letters, (both capital and small,) now used by Phoneticians in this country, and underneath, their power is indicated, by the italic letters in the words selected; while the same words will serve to illustrate the variety and uncertainty of the methods now used to represent one and the same sound:—

| Ɛ—ɛ | E—e | Ɑ—a | A—ą | Ɑ—ɑ | A—ɑ | Θ—o | Ω—ω | Ⓞ—ɔ | W—u |
|---|---|---|---|---|---|---|---|---|---|
| *e*ve | *e*rr | *a*le | *f*are | *a*sk | *a*rm | *a*ll | *o*re | *o*se | *o*som |
| *e*el | *e*arn | *a*im | *l*air | *d*ance | *a*unt | *a*ught | *o*ak | *o*oze | *w*ool |
| *e*at | *i*rk | *g*aol | *b*ear | *c*hant | *g*uard | *b*awl | *y*eoman | *g*roup | *p*ull |
| *p*aen | *u*rn | *g*auge | *t*here | etc. | *h*eart | *c*ost | *d*oor | *t*rue | *d*rew |
| *s*eize | *m*yrrh | *b*reak | *h*eir | | *s*ergeant | *G*eorge | *s*ew | *m*an*oe*uvre | *c*ould |
| *p*iece | *g*uerdon | *v*eil | *n*e'er | | *d*raught | *b*road | *h*autboy | | |
| *p*eople | | *e*ight | | | | *b*rought | *b*ur*ea*u | | |
| *f*oetus | | *p*rey | | | | | *c*ourse | | |
| *k*ey | | | | | | | | | |
| *p*ique | | | | | | | | | |
| *q*uay | | | | | | | | | |

| Ш—ц | Ꝼ—j | Ꝺ—ꝺ | Ꝺ—Ꝺ | Ꞓ—ꞓ | Σ—ʃ | Ꝯ—ʒ | Ꝿ—ꝿ | Ꞇ—ꞇ | Ꞅ—ꞅ | Ꞩ—ŋ |
|---|---|---|---|---|---|---|---|---|---|---|
| *a*buse | *i*dle | *o*il | *s*ound | *r*ich | *s*hade | *a*zure | *t*hin | *t*his | *r*ing | |
| *h*ue | *l*ie | *o*yster | *t*own | *h*itch | *c*haise | *r*azure | | | | |
| *j*uice | *h*eight | | | *c*reat*u*re | *s*ugar | *v*ision | | | | |
| *y*outh | *a*isle | | | | na*ti*on | | | | | |
| *d*euce | *f*ry | | | | | | | | | |
| *b*eauty | *d*ye | | | | | | | | | |
| *f*eod | *g*uide | | | | | | | | | |
| ad*ie*u | | | | | | | | | | |
| p*ew* | | | | | | | | | | |
| v*iew* | | | | | | | | | | |
| *r*heum | | | | | | | | | | |

The first fourteen new letters in the foregoing table, (ten in the first line, and four on the left below,) have been adopted by Phoneticians to represent the fourteen different vowel sounds recognized by most orthoepists as belonging to our language, which have no representative in the common alphabet, if we confine the letters *a*, *e*, *i*, *o*, *u*, *w*, and *y*, to one office—namely, use *a*, *e*, *i*, *o*, and *u*, to represent only the several short vowel sounds heard in h*a*t, l*e*t, *pi*t, h*o*t, h*u*t, etc., and give *w* and *y* only their consonant power, a the beginning of words or syllables. The use of the remaining six new letters is apparent from the examples given below them.

We will close our illustration of the matter by spelling a few of the foregoing words phonographically. We may perhaps make mistakes, as it is our first attempt at using the new alphabet, and we have scarcely learned it. We give first the ordinary spelling and then the new, that the reader may compare them; the most obvious peculiarities of the new mode are, that one and the same character always represents the same sound; the number of letters used is considerably less, and the appearance of words thus spelled, is to the unaccustomed eye, strange and uncouth:—

Seize, sɛz; people, pɛpl; earn, ẹrn; myrrh, mẹr; gauge, gaj; eight, at; bear, bąr; heir, hąr; dance, dɑns; sergeant, sqrjent; draught, drqft; George, Jɵrj; brought, brɵt; sew, sɷ; hautboy, hɷbɵ; course, cɷrs; ooze, ɷz; manoeuvre, manɷvɛr; bosom, bɯsum; wool, wɯl; juice, jɥs; beauty, bɥti; height, hi̥t; aisle, i̥l; oil, ɔ̊l; sound, sɤnd; town, tɤn; hitch, hiç; chaise, ʃaz; vision, viʒon; this, ɗis; thin, ƀin: ring, riŋ; phthisic, tizik. ¶ Hwiç meƀod iz best.

At another time, it may be well enough to state the advantages and disadvantages of the new method, and to consider the propriety and practicability of its general adoption.

PPONOGRAPHY bears the same relation to ordinary writing, that Phonotopy does to ordinary printed language. There are however, two kinds of Phonography, Long and Short hand; the former we pass over just now, and call attention more particularly to short-hand Phonography. Of the nature and benefits of this art, those entirely unacquainted with it can form some notion by reading the advertisement of Mr. Longley, on another page. By all persons who write much it would be found a great labor saving contrivance. Many systems of short-hand, have been invented and used, but this is superior to others because based on the principle of Phonography or writing by sounds. It may be written six times as fast as ordinary writing. (See second page of cover.)

MILLIONS FOR VANITY, BUT LITTLE FOR UTILITY.—The new Court House at St. Louis, has already cost $4,500,000, and will require $1,500,000 to complete it. This money would build for the State of Missouri, 3000 good school houses, at $1000 each; supply each with $300 worth of apparatus, and with a library of 500 volumes, and still leave enough to establish six Normal Schools, (at an outlay of $100,000 each,) to furnish competent teachers.

## A VETERAN TEACHER.

We regret to learn that Mrs. WALKER, so long identified with the schools in Racine, has left; still more, to learn the cause. The following tribute in the educational column of the *Racine Advocate*, is from the pen of Mr. MCMYNN, we presume:

"By the recent death of a sister, Mrs. B. F. Walker was compelled to resign as Preceptress of the High School. She has been connected with our Schools about four years. In view of her leaving us, we believe there is but one feeling that of deep regret.

Mrs. Walker has taught more than fifty years, and is still able to do more work than many who have not reached half her age. Indeed she is not *old*, and should she teach half a century longer, she would still be young. We know of no woman living, who has exerted a wider influence, as a teacher, than she.—Possessed of rare mental powers, great industry, ardent love of teaching, and faith in humanity, she cannot fail to secure the respect of patrons and the confidence of pupils. Her unselfishness is the most marked of her characteristics, and her willingness to sacrifice herself is almost a fault. Her warm heart and active sympathies make her the sincerest of friends, and her vivacity, her age, her wit and worth secure for her the admiration of her pupils. All love her because she loves all.

To her, our Schools are much indebted for their past reputation and present position. She comprehended our system, and labored to make it embrace all classes of the community. In its workings, she realized her *ideal* of knowledge for all, and to see it develop, was to her the greatest reward for her labor.

Her pupils are found in every State of the Union, and they will rejoice to hear that after her long day of useful toil, in the enjoyment of good health, good spirits, and a kindly feeling towards all the world, she has retired to her quiet home in Minnesota, followed by blessings of all who know her."—*Racine Advocate.*

THE article in this number entitled "Piety Indispensible to the Teacher," is from the pen of Mrs. Walker, it will be seen, and though not written for the *Journal*, nothing could be more appropriate as a parting word to the Teachers of Wisconsin. We hope to hear from the writer occasionally in her retirement.

## OUR EDUCATIONAL EXCHANGES.

We resume our notice of the State Educational Journals, and next upon the list, proceeding westward, is

THE NEW YORK TEACHER.—This Journal has entered upon its Tenth Volume, and was the first, we believe, that became the organ of a State Teachers' Association, and of the State Association of School officers. Like the School Polity of New York, this Journal has passed through various changes, not always for the better; but is now, under Mr. JAMES CRUIKSHANK, very successful and well sustained. We notice that its contents are made up mainly of original and

generally useful practical contributions. We hope to see the day when such will be the case with our own State Journal. It has an Editorial Committee of Twelve, whose names not only appear on the cover, but the initials thereof at the close of good articles inside. It is the organ of the State Superintendent, and has a Department for New Jersey—that State having no Journal of its own.—Published at Albany. $1,00 a year.

THE PENNSYLVANIA SCHOOL JOURNAL, next claims our attention. Journals like books, have their Physiognomy, and this Journal, with its broad, double-columned well-filled pages, well represents the great State of Pennsylvania.—It is now in its Ninth Volume, and has always, we believe, been under the control of the present editor, HON. THOS. H. BURROWES, now State Superintendent. The Teachers of the State, though often contributors to its pages, have no control over it; and we observe that the State Teachers' Association, at their last meeting, debated the subject of establishing an educational organ of their own. The Pennsylvania School Journal exhibits a hale and hearty vigor, and has done very much to bring the Pennsylvania School System to its present proud position. Published at Lancaster. $1,00 a year.

THE OHIO EDUCATIONAL MONTHLY, formerly called the Ohio Journal of Education, has entered upon its Tenth Volume, being the Second Volume of the New Series. It is a good looking publication; nor do its looks belie its inward character. It may claim to take rank with older laborers in the field. It has no Board or Committee of Editors; it is however the organ of the State Teachers' Association. It is also the organ of the State School Commissioner, i. e. State Superintendent of Schools. This well conducted Journal is edited and published at Columbus, by T. W. HURTT & Co. $1,00 a year.

## ORTHOEPY AND THE DICTIONARIES.

The following letter from Mr. WELLS, will commend itself to the attention of all interested in the correct use of language:—

OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS,
119 SOUTH CLARK ST., UP STAIRS,
CHICAGO, NOV. 22, 1860.

REV. J. B. PRADT, EDITOR WIS. JOURNAL OF EDUCATION,

DEAR SIR: I send herewith "The World" of Nov. 19, containing an article on Pronouncing Dictionaries. It originated in the wants of our own schools; but I am sure the same want must be felt wherever the elementary sounds of the language are thoroughly and acurately taught in connection with reading and spelling.

If the friends of education would present this subject at educational meetings, or through the press, or directly to the Boston and Springfield publishers, I am confident we should soon have a school edition of both Webster and Worcester, in which the sounds of the vowels would all be noted.

Yours Very Truly,

W. H. WELLS.

The article from the *World* above alluded to, has long been mislaid, and though now before us, we have space this month only to give its main points. Mr. Wells first gives a sketch of the labors of English Orthoepists, including Bailey, Kenrick, Sheridan, Walker, Knowles, Smart, etc, from 1727, to the present time, in perfecting a Pronouncing Dictionary of the Language. He then remarks that the opinion and example of Dr. Webster, were adverse to the practice of making the vocal sounds in unaccented as well as accented syllables, and that while the practice prevails in England, our two great American Dictionaries, Webster's and Worcester's, are both deficient in this point, "thus leaving us without a guide, in respect to more than half the vowel sounds of the language." After illustrating the uncertainty as to the proper pronunciation of many words, such as *commencement*, *ability*, etc., so far as indicated by our dictionaries, and pointing out the importance of having an accurate guide and standard in this respect, he closes with the expression of an earnest hope and desire that the works of our two great American Lexicographers, may be made as perfect and valuable in this respect as they are in others; and that "we may at least have a convenient school edition of both Worcester and Webster, in which the vowel sounds shall *all* be indicated."

We learn further from Mr. Wells, that his suggestion meets with the hearty approbation of many leading teachers, of various States, and that he is confident that the sought for improvement can be brought about.

In this desire, every friend of education must of course sympathize. Whether we do not need, in order to any effectual notation of all the sounds of our language, an enlarged and greatly improved alphabet, is a question to which an article preceeding this directs attention; but it will be long perhaps before such an alphabet will come into general use, and in the mean time, every thing that can be done judiciously to remedy its imperfections, especially as far as our elementary school books are concerned, is deserving of encouragement.

IOWA.—We observe that several Teachers' Institutes have been held in this State of late, the reports of which, in the Iowa School Journal, indicate a wide awake spirit. We notice the name of Dr. ENOS, in connection with some of them. He was formerly we think of this State. Iowa has not yet been as extensively canvassed and awakened by Institutes as Wisconsin; but in the perfection of her School System, she is in advance of us, having those very important improvements for a new State, upon the old New England and New York plan, namely, the consolidated town district and the County Superintendency. We trust the clipped wings of the Superintendency—the duty of the visitation of schools,—will be restored. The *Journal* is now under the editorial care of the State Superintendent, i. e., the Secretary of the State Board of Education. We shall have occasion to notice the *Journal* next month.

THE Iowa Insane Asylum will be opened in March, at Mt. Pleasant, under Dr. Patterson, who has had ten years in similar institutions.

ILLINOIS.—The State Teachers' Association had a very satisfactory meeting, at Quincy, as we learn from N. W. Home and School Journal. Supt. GREGORY and Prof. WELCH, from Michigan, were among the Lecturers. The leading feature of interest was the amendments of the School Law, proposed by Supt. BATEMAN, the principal of which is, we believe, the enlargement of the duties of the School Commissioners—equivalent to County Superintendents—so that they shall visit the schools in their respective jurisdictions. The Commissioners themselves in conjunction with the City Superintendents, propose to form a State Association. This will be eminently beneficial. Illinois is moving ONWARD. Shall Wisconsin lag behind?

THE Third Biennial Report of the State Superintendent, Hon. N. Bateman, has just been issued, and is one of the ablest and most interesting documents of the kind we have ever seen. We shall refer to it again.

INDIANA.—By the *Normal*, we learn that the meeting of the State Teachers' Association at Indianapolis, was enthusiastic. The subject of Teachers' Associations and Institutes received much attention. An effort is to be made to procure a Legislative enactment for a two mill tax, instead of one, so that the schools may be kept open at least six months in the year; also such an alteration in the Constitution, as will allow local taxation for school purposes. Indiana, like Illinois, has a large population which needs much arousing on the subject of education, and her teachers are evidently at work for this end. The Normal School at Kokoma is flourishing.

PRESCOTT.—We are pleased to hear from Hon. O. T. MAXSON, a good account of the schools in that city, under the Principalship of Mr. LOCKWOOD. Pierce Co., is wide awake, and we think it no more than just to say that she furnishes us with more subscribers than both Kenosha and Walworth, two of the oldest counties in the State.

EVANSVILE SEMINARY.—The Catalogue for 1860 shows an attendance of 270 pupils, 140 gentlemen, and 130 Ladies. Of these, 74 have been in the Normal Department. For an Institution which has been in operation only one year, this is a very flattering success.

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# BOOK TABLE.

THE REDSKINS: or Indian and Ingin, the conclusion of the Littlepage Manuscripts.—A tale by J. FENIMMORE COOPER. Illustrated by Darley. New York: W. C. Townsend & Co., 1860.

In this work the author finishes his narration of the history of the anti-rent movement, and portrays with a graphic pen some of the scenes of violence and outrage which attended it in eastern New York. Our old friends "Jaop" and "Susgusus" are introduced nto the panorama; and the visit of the western Indians to the home of "Trackless," and the brief sketch of the honest Onondaga's life by one of them, are in the writer's best vein. The binding, paper, typography, and illustrations of this volume, are of the same style and finish as those which preceded it; and place this edition of the great novelists works above all others. For sale by Bliss, Eberhard & Festner, who are agents for the work, and who will furnish this and the other volumes at $1,50 each. C.

DAVIES UNIVERSITY ALGEBRA, embracing a Logical Development of the Science, with numerous graded examples. By Charles Davies, LL. D. New York: A. S. Barns & Burr. Price $1,25.

There are several points of similiarity between a text-book and a Railroad. What one is to the traveler, the other should be to the learner, namely: the best instrument of progress. Both text-books and railroads have been greatly improved since their origin, and it is to be presumed are susceptible of further improvement in certain directions.—Yet there is at least one notable point of difference between the two. Railroads are almost always profitable to somebody, to those whose persons and property they carry, if not to the shareholder; whereas there are not a few text-books that are of little benefit to the author, less to the publisher, and least of all to the reader.

DAVIES' UNIVERSITY ALGEBRA, is *not* one of this class, certainly in the last particular, as the writer of this notice is prepared to testify from having used it in the class room. Its order of arrangement is natural, and the language is clear, simple, and direct. Want of space does not permit us to particularize. The aim has been to present the most approved methods in the best manner. In this work Prof. Davies has been ably seconded by Wm. G. Peck, now Prof. of Mathematics in Columbia College, and who, it may be safely said, is one of the finest mathematical teachers which the admirable instruction at West Point, has yet produced. The publishers have added fitting type and binding.

It cannot be otherwise than gratifying to the admirers of Prof. Davies' widely read series of mathematical text-books, to know that the labor of their correction and revision to correspond with new discoveries and improvements, will fall into such able hands as those of Prof. Peck, as Prof. Davies passes from the educational field, in which he has been so long and so honorably useful. T. D. C.

## PERIODICALS.

DR. LEWIS' JOURNAL OF PHYSICAL CULTURE has reached its Third number, and keeps up its interest. $1,00 a year.

JOURNAL OF PROGRESS, Published by Elias Longley, Cincinnati. $1,00 a year.

This Journal commenced a second volume with January. Its leading feature when first established, was we believe the advocacy of the Phonographic Reform, to which we devote an article on a former page. A portion of the Journal is still printed in the Phonetic type, but it is devoted to the general interests of education, and has an able board of contributors.

THE PHONOGRAPHIC JOURNAL, devoted to the art of Phonography, or short-hand writing by sounds, is also published by Mr. Longley, at $1 a year.

THE WISCONSIN FARMER, we see has changed hands, having been purchased by M. CULLATON, Esq., of this city. Dr. Hoyt, we are pleased to learn, resumes the editorial chair. It is but reasonable to say that every farmer ought to take the Agricultural Journal of his own State; but we suppose a great many do not think so, in which they resemble a large class of teachers, who do not deem it worth while to patronize the only Educational Journal of the State. ($1 a year.)

THE HIGHER LAW.—We have received three numbers of this Weekly, (which has we believe reached its fifth number,) and trust an earnest attempt to establish a family paper in the State, will not fail. It is beautifully printed, on fine paper, and well filled with an instructive variety of matter. It advocates the Temperance cause, and has a Religious, Agricultural, Scientific, Educational, and Children's Department, besides giving the current news Published in this city, by Herbert Reed, at $2 a year.

THE NEW MAP OF WISCONSIN.—We have received a copy of Chapman's New Sectional Map of Wisconsin, which is not only very handsome in appearance, but much more accurate than other maps, being based on careful surveys. By the action of the Legislature, or by purchase of the Districts, it should be placed in every school-house in the State.

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☞ Subscribers names will be thankfully received by Mr. Dearborn, at Newell's Book Store, (late Sutherland's) Main street, Janesville, Wis., or at the office of the Journal of Education, Madison.


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# SITUATIONS WANTED BY TEACHERS.

By a LADY, of considerable experience, either in a Public or Private School.

ALSO—By a Young Lady, carefully educated, in a small Private School, or as an assistant in a larger one. Good References given by both of the above. Address Editor Journal of Education.

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# NOTICE.

We find it expedient to delay any further action in regard to the TRIAL IN SPELLING, till the issue of the March number. By that time we hope a greater degree of interest will be manifested in it. ED. JOURNAL.

February 1st, 1861.

THE

# Wisconsin Journal of Education.

VOL. V. MARCH, 1861. NO. 9.

## THE OBJECTS OF EDUCATION.*

We have come together this evening, my friends, to consider a subject of the deepest interest to all thinking persons, and especially to parents: *How shall we train our young?—for what end?*

It is the ancient opprobrium of the ostrich, that she "leaveth her eggs in the earth, and warmeth them in the dust, and forgetteth that the foot may crush them, or that the wild beast may break them."—Mankind dare not so treat their offspring. Our natural affection, our interests, our reputation, forbid. I ask, as one of our best poets has uttered it:—

> "Is he not thine own,
> Thyself in miniature, thy flesh thy bone?
> And hopest thou not ('tis every father's hope)
> That since thy strength must with thy years elope,
> And thou wilt need some comfort to assuage
> Health's last farewell, a staff of thine old age,
> That then in recompense for all thy cares
> Thy child shall show respect to thy gray hairs,
> Befriend thee, of all other friends bereft,
> And give thy life its only cordial left?"

But, as I have said, not parents alone are deeply concerned in the proper training of the young. Every reflecting citizen must share in it.—The strength and glory of a State (says Lord Bacon in one of his *Essays*) does not consist in "walled towns, strong arsenals, and armories, goodly

* A Lecture to Parents, delivered at Hudson, Wis., Dec. 11, 1860, by Rev. W. Speer, City Superintendent of Schools.—[Some local allusions are omitted, or made general in their application.—Ed. Journal.]

races of horse, chariots of war, elephants, ordnance, artillery, and the like; all this is but a sheep in a lion's skin, except the breed and disposition of the people to be stout and warlike." They must have ability and determination. How to make dutiful relatives, honest men, intelligent citizens, true christians, surely there can be no higher desire that a people can have for the generation that is follow them.

The word "educate" is a technical form of the word "educe," (derived from the Latin words *e* and *duco*.) It means, to lead forth, or bring out, to the best advantage and for the highest ends, the native powers of an individual. It is not merely to send a child to school so many years, or to teach it so many accomplishments, or to communicate so much knowledge, as many suppose; for chiefly unprofitable, hurtful knowledge may be so imparted. But the wise "education" of a young person is the discernment of his capacity, peculiar turn of mind, temper and taste; and the suiting of instruction, of encouragement, or of restraint, to these, so as to fit him for the highest degree of virtue, happiness, success, and usefulness, of which he may be capable. Any thing less than this is not "education."

We live upon a new continent of the globe, where our most pressing wants are *animal wants*, and the social necessities those of a material kind. But we must learn that to fit a child to "get a living" is not the chief end of his existence. The creatures of an Infinitely Wise and Almighty Parent need not make this their first concern. "I know all the fowls of the mountains," says He, "and the wild beast of the field are mine." What we earn must be shared, both as to the power of procuring it, and the benefit to be derived from it, with the inferior animals. This is wittily expressed by a popular author:

"The bounding steed you pompously bestride
Shares with his lord the pleasure and the pride.
Is thine alone the seed that strews the plain?
The birds of heaven shall vindicate their grain.
Thine the full harvest of the golden year?
Part pays, and justly, the designing steer.
The hog that plows not, nor obeys thy call,
Lives on the labors of this lord of all.
Know, Nature's children all divide her care,
The fur that warms a monarch, warmed a bear.
While man exclaims, "See all things for my use."
"See man for mine," replies a pampered goose."

Perhaps you look higher, and say that the *accumulation of wealth* is a worthy end for which to train the young. But does not increase of substance increase care? Does it not tend to harden the heart? Does it not afford facilities for the gratification of evil passions and lusts that would have, in poverty, lain dormant? Is it not in nine cases out of every ten,

a burthen upon the industry of a man's children after his death, so great and so destructive that it has become a proverb, that "a rich man's children end where their father began," while their morals have generally been ruined. For two thousand years, what multitudes have had reason to repeat the "Curse on gold" of the old Greek Anacreon

"A curse on him who found the ore;
A curse on him who digg'd the store!
A curse on him who did refine it!
A curse on him who first did coin it!
A curse, all curses else above
On him who used it first in love!
Gold begets in brethren hate!
Gold, in families debate;
Gold doth friendships separate;
Gold doth civil war create."

I do not mean to say that the acquisition of wealth is essentially wrong; as a means it is right. For its own sake to accumulate it is wrong; as the stagnated stream begets fetid weeds, hideous reptiles, and deathly miasmata; but set flowing, it purifies itself, spreads life along its whole track through many a lovely plain, that to it owes all that loveliness, and sends up vapors that even reach and add more glory to the sky; such is gold in its uses, without its abuses.

And thus let me assure every young person who will set higher objects first, that the man who does so will obtain not alone worldly competency, but honor and happiness, and a maturity of years and peaceful termination of them, like the mellow autumnal fruit age of a noble tree, and like the leafy glory which envelopes it before stern winter seals up its vital juices, and flings over it his snowy shroud. Arthur Wellesley's extraordinary business talents might have made him one of the richest sutlers connected with the British army, but had he stooped to such an end, he would never have been the Duke of Wellington, the immortal victor of Waterloo, and the savior of the liberties of his country, and of the continent of which it is a vital part.

In this republican country some may purpose to fit their children for *political distinction*. But here again, sought as an end it will be liable to defeat, sought as a means it will follow in a train of successes more enviable. Fit a son by high moral culture, noble aims, and suitable intellectual furniture, to defend great and worthy principles, through good report or evil report, through success, or through apparent and temporary defeat, make a man that will adopt the motto, "do right and leave the rest to God," and the coveted honors will follow, inevitably. And it will not be the mere notoriety of the filthy spawn of place-men, that swim like rats in a harbor, from ship to ship, choosing the best provis-

ioned, gnawing holes in the noble craft, consuming its cargo, and gladdening the crew when an unexpected wave sinks to the bottom a score of them together. The memory of such politicians soon rots. Men should light upon their honors, like eagles from above; not creep up to them like foxes.

And *so too with daughters.* They are to be taught that not the flush of beauty, like that of the plum, that adorns itself with a brighter hue to hide the secret of the worm that grows within; that not unprofiting accomplishments; that not marriage with some man whose heart has sunk down and frozen in his pocket; but that genuine goodness, self-denial, modesty, purity, faithfulness, charity, the performance of relative and domestic duties, make the noble matron.

Two ladies in Philadelphia, during the administration of Gen Washington, called to see the lady of the Executive Mansion. They dressed themselves up in their finest silk, and put on all their ornaments. How surprised they were, and how awkward and abashed their demeanor, when received by the first woman in the land, in plain though neat apparel, and when after kindly saluting them, she proceeded with her work, which was knitting.

A venerable relative of ours, who died a few years ago, was once honored, when quite young, with the company of Gen. Washington at her house to tea. The General did not discourse of lofty matters, but took a kindly interest in what was going on in the family, and delighted his young hostess by praising her nice griddle cakes, and saying "I must get the receipt for my Patty." This was the affectionate name by which he styled his wife.

So will it ever be with the true gentlewoman. She will aim to be simple, kind, dutiful, thoughtful, modest in all her relationships, and equally to all classes, or if she shows more consideration to any, it will be the poor, the aged and the virtuous. How happy the state of society where Martha Washington is the standard!

But let us answer more definitely the question. HOW AM I TO TRAIN MY CHILD?

I. Strive to impart a genuine *love of knowledge* for its own sake.

Every school-room and newspaper has re-echoed the famous apothegm of Lord Bacon, "Knowledge is power." An older and a wiser sage than even he, had said more than two thousand years before, "A wise man is strong; a man of knowledge (though armies be ready to do his bidding) increaseth strength." And he illustrates this maxim by saying, "through wisdom is a house builded, and by understanding is it established. And by knowledge shall the chambers be filled with all precious

and pleasant riches. For by wise counsel thou shalt make war; and in a multitude of counselors there is safety."

Bayard Taylor, in a letter written from Maine, gives an anecdote, which affords us an illustration of the superiority of mind and means over mere muscle. He was riding on a locomotive which drove before it a snow-plow for clearing the track. In suddenly rounding the point of a hill, they came upon a drift which some twenty laborers were slowly heaving out of the way with their shovels. In a twinkling, before they could leap, the steam plow laid over a great furrow of snow from under their feet, on either side of the road, covering them up deep beneath it; so that every man of them thought he had been not only killed but buried. Now the one finger of the engineer who controlled the vast force of that steam plow wielded more power than the brawny arms of all the company of shovelers, and overwhelmed them.

"The wise man's eyes are in his head, but the fool walketh in darkness," said the Preacher. A child must be taught to keep his eyes in his head, else his head will soon be left in a benighted condition. A young Prussian passing a large iron establishment saw a heap of refuse slag. He offered a considerable sum of money for it; then a larger amount; and at length agreed to give half the profits if allowed to extract from it certain chemical materials. A large sum of money was realized from that apparently worthless mass of cinders. Benjamin Franklin noticed the resemblance of the sparks from his electrical battery to lightning. A varnished kite, with two steel darning needles infixed, and a long twine string connected with the ground by an old key, was all the apparatus he needed to ascertain that the fluids of the clouds and the battery were the same. A thinking mind will find, as Shakespeare, long before geology was thought much of, said :

> "Books in the running brooks, sermons in stones,
> And good in everything.

And not only must habits of observation be formed in your child, but it must be taught to store away what it learns, in appropriate shelves and drawers of the memory. Thus Robert Peel the humble farmer of Lancashire, then the cotton weaver, when he prospered in the world, determined to train his child for usefulness. After sermon on the sabbath day, he would perch his little boy on the table and say, as he twirled an apple by its stem, between his thumb and finger, "here, Bobbie, I'll give you this if you repeat the sermon." And so "Bobbie" was taught to remember the text, and the heads of the sermon, and by and by the whole language almost entire. It was thus that Robert Peel the weaver made Sir Robert Peel, the learned statesman of his day.

II. *Study the aptitudes* of your child. Find out how his tastes lie, and direct them aright. The father of Claude Lorraine, as the old story you may remember goes, was in despair on account of the dullness of his boy. He apprenticed him to a baker, but he could not rise to the mysteries of making a pie. The baker complained that his apprentice marked the shop over with flour or charcoal pictures. The father sent him to a painter, and he became one of the masters of his art. Of another painter, Sir Benjamin West, the chronicle reports, that his father, a broad-brimed, drab coated, Pennsylvania Quaker, resisted his propensities, as savoring too much of the world. But little "Ben," denied a brush, tortued the cat by pulling out the hairs of her tail, and manufactured thus an instrument to suit. The capacities and inclinations of no two children are the same. Study and wisely mould the aptitudes of each.

III. *Train to industry.* A successful man was once asked, "what is Genius?" "Genius," he replied "is simply patience." If you have ever glanced over Sir David Brewster's life of Sir Isaac Newton, you will have been much impressed with the testimonies of this most distinguished philosopher as to the virtue of industry. Said he, "If I have done the public any service, it is due to nothing but industry and patient thought." "I keep a subject continually before me, and wait till the first dawnings open by little and little into a full and clear light." An old lady who lived next door to him related to a visitor with great merriment the conduct of "a little old man that sat in the next yard all day long blowing soap bubbles." That "little old man" was Sir Isaac Newton, all day long studying the separation of the rays of light into the primary colors, as they were reflected from the shining surface of the fleeting globes. So many others, lesser stars than Newton, it is true, have borne witness. But time will not allow me quote. Teach patient, sober, continuous industry, whether that of the brain, or of the hands, if you wish your son to rise to honor.

IV. *Aim at thoroughness,* in whatever a child undertakes. Superficiality is almost a national vice with us. A thorough student learns himself, and to "know thyself" was the first precept of the ancient sage. A thorough man is modest, and knows how little the wisest of the wise have attained. A thorough man is self-reliant, not after the fashion of pert "Young America," but becuuse he knows what he knows; and he stands there as upon a rock, from whose foothold he is not easily tempted. There was something noble in a character like that of old Zachary Taylor, who at the head of his four thousand, though hedged round with swarms of guerillas, and of the boasted soldiery of Mexico, with sixteen thousand right before him, sat down and calmly planned,

not how safely to retreat, but how with least loss of his noble men, to cut his way through to the capitol of the enemy. Yet this man was too diffident to make a common political speech. A thorough man will be gentle toward those that differ from him; *suaviter in modo, fortiter in re,* as the old Romans said; be firm as to the end, but gentle as to the means.

V. But there are nobler attributes of character than any of these that have been mentioned. Cultivate *a truthful spirit.* Teach the young to "to speak the truth, act the truth, think the truth." "An honest man's the noblest work of God." If fortune perish, integrity is a cape, around which the fragments will float together again and be rescued. The word of a man of truth will be current, when the bonds of princes are at a discount. So it was in Paris, when the simple word of a private banker, that on the morrow they "should be supplied with bread," quelled a riot and sent the starving and furious populace home satisfied, though the assurances of the king and his cabinet were of no avail. Remember George Washington and his hatchet.

VI. And still a step higher; let no one trait of your son be more guarded than his *purity.* O, father! O, mother! what language can I use that will be strong enough to express the importance of this duty? If integrity be the ribs of a ship, this is the very strength of the fibre of its timber. Impurity is rottenness of the whole substance. A ship may sometimes weather a storm without masts, sails, or rudder, and with the loss of provisions, water, and cargo. All save the stout enduring hull may be gone, and yet she may survive. But with rotten worm eaten timbers, she must go, and perhaps when least dreamed of, to the bottom. The noblest munitions and supplies cannot save her. To the bottom she will go! And so too a son with a rotten and worm-eaten heart—a heart filled with vile and consuming thoughts. He will be wrecked beyond hope; wrecked when all outside had seemed prosperous and fair!

Those who have been conversant with the schools of all kinds, and the colleges of our land, know what filthiness and vileness dreamed scarce of by parents, harbor, there. Like the teredoes and other slimy borers of the secret and submerged parts of vessels, they fasten and eat, and destroy, till the beautiful craft, in which we trusted, is found a poor worthless hulk.

Guard, I earnestly implore you, the purity of your child. Be careful of his companions, and of his evening employments. Watch his very thoughts. Make "home" to him all that sweet word means, and win him to find innocent, pure, and satisfying pleasures there. Preserve your child from a rotten and worm-eaten heart!

Lastly: Train him to *scorn selfishness;* to be generous, noble-minded; seeking to advance the welfare of those around him, and the general interests of society; without having ever in view some contemptible, petty, sinister project for his own personal benefit, like gravel in the bread which he gives to invited guests, to break their teeth.

But time flies, I am admonished to close. There are other points upon which I would fain touch, but must omit them now.

In the great work of Education the *teacher* has his (or her) duty. A noble duty it is. Each writes upon the several fair and almost blank pages of the volume which he holds in his hand for the time being, inscriptions (and O, if you add upon any page a blot, wash it out with tears) which shall never be erased. Each page shall be filled with a history of its own. But remember, in bold characters, near the head of it will stand conspicuous forever, what you have placed there, to beautify or to blacken.

But most important is the work of the *parent,* father or mother. The stream cannot rise higher than the fountain. The teacher is only a temporary deputy of the parent. We most urgently need more interest in the schools on the part of parents. While irregular, scholars are also far from being punctual while in attendance. See that your child's deportment also is not only good but exemplary. Sustain the teacher's influence. Often enquire as to the progress of the child. Encourage it in its studies. And occasionly add a ray of sunshine to the tedium of the schoolroom by a kind visit.

Our *citizens* have duties to perform in relation to the schools. I do not propose a lecture on taxation, but I must say the amount received from annual taxes is wholy insufficient to do justice to the schools. A small sum is received from other sources. But compare this with the amount spent on less important, infinitely less important matters. Our accommodations for the children, as regards room, are painfully straitened. It is highly injurious to health, and calculated to thwart all the labors of the teachers, to crowd schools as we have been forced to do for several terms past. These things ought to be, and must be, corrected; we all owe a duty too high to trifle with.

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In settling a new colony, the first building erected by a Spaniard, will be a church; by a Frenchman, a fort, by a Dutchman, a warehouse and by an Englishman, an alehouse.

A calumny, though known to be such, may leave a stain on the reputation.

## A TEACHER'S "KIND WORDS."

It was near the close of a cold winter's day; the warm, cozy little school room, was almost vacated. The class which had been before the teacher for examination, had been dismissed from the recitation room, and all, save two or three who lingered in the porch, chatting merrily about some expected sleigh-ride, were already on their homeward way.—No, not *all*, for one girl of perhaps sixteen years, was still there, standing with her back towards the teacher, and her elbow resting on the window sill, apparently watching something outside the school-room, in the yard below.

During the examination which had just ended, you would have judged her to be a bright, resolute, and energetic girl, but one, who for some reason, had enjoyed few advantages for mental culture. Consequently the certificate which she had received, had assigned her a place in a class with those much younger than herself. And now she stood there by the window, very quiet and motionless, and the teacher did not disturb her for some time, though she wondered why she had remained, after all the other scholars had gone. At first she had thought of sending her out to join her companions; but thinking she might have some question to ask, she said nothing, and waited for her pupil to address her, or leave, of her own accord.

Presently there was a slight sound, somewhat resembling a sigh or a sob, and then the young girl's hand was raised to brush away the tears. The teacher now felt that some trouble was agitating the bosom of her new pupil, so she advanced, and laying her hand gently on her shoulder, said softly, "what is the matter, my dear?" There was no answer except a fresh flood of tears. But after a little time she became more calm, and the kind-hearted teacher again asked—"can I help you in any way?" The answer was now forced out in a trembling voice—"oh, no, but I wish I *knew* more." The *cause* of this trouble now flashed into the teacher's mind, and so she said, "well, you have come to right place to learn more, and I have no doubt you will succeed, if you attend school punctually for a few months,—but why do you cry so, about this?"—And here followed a long conversation, during which the teacher learned that her pupil was an orphan, and when a mere child, had been adopted into a family, where she was very kindly treated, so far as her physical comfort was concerned, but where attention to the improvement of the mental faculties was considered of very little consequence. Her adopted parents had consented to allow her to attend the public school, but at the same time ridiculed the idea of her spending so much time "poring over them 'ere books"—and said she had much better be at liberty to arrange her wardrobe or visit among her friends.

But she had wisely decided to "know something," and therefore came to be examined, and though nearly sixteen, she found herself only prepared to enter a class with girls of eight and ten years of age. She knew it was her *place*, and yet it was humiliating to be put there, especially after hearing some of the older scholars laugh at her ignorance, and one of the younger ones say, "I should think such a big girl would be ashamed to be in our class." All this was too much for her sensitive nature to bear, and she had decided to wait until the scholars had gone, so they might not know her feelings, and then she was intending to pick up her books and go home, never to enter a school-house again. After the teacher had found out these facts, she endeavored to make her feel that she was interested in her welfare, and encouraged her to keep on, and to be determined to educate herself. She told her that as she was older and her mind more mature than her class-mates, she would be able to progress faster than they, and by diligence and close application, would soon be prepared to advance to a class where scholars were nearer her own age.

These few "kind words" from the sympathizing teacher, had the desired effect, and the disheartened pupil wiped away the falling tears, and said, "I *will* try." And so she left the school-house that evening with a light heart, after all, and reached the door of her adopted home just as the sun settled down behind the bank of snowy clouds, in the western sky.

She *did* "try," and as a natural consequence, progressed rapidly with her studies, from month to month, and year to year, and ere many weeks we hope to hear that she has "graduated with honor," from one of our best High Schools.

So much for a teacher's "kind words," spoken "in time!" They came from a pure, warm heart, and have already met their reward in this world, and no doubt will be re-rewarded in the bright unknown future, which awaits all those who are "pure in heart."

And cannot all teachers extract a useful lesson from this little incident? Shall we not try to speak these "kind words" to our pupils when they are in trouble, instead of dismissing them from our presence without even enquiring into their sorrows? Let us think of this, while we remember the words of that sweet, little song :—

"Kind words never die,
No, *never* die."

Berlin, Wis., 1861. MRS. A.

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All are not thieves that dogs bark at.

A handful of common sense is worth a bushel of learning.

## WANT OF HARMONY IN SCHOOL DISTRICTS.

If our common schools were all that they should be, if they always secured to the masses the benefits which we have been wont, theoretically, to expect of them, as their legitimate fruit, we should not need to trouble ourselves farther than to keep the machinery in motion and repair. But it must be evident to all, that even in cases in which the evil is in no way traceable to either scholar or teacher, schools have often signally failed to meet the expectations of their patrons. Hence the necessity of investigation into the causes of failure, with a view to the application of proper remedies. Usually in cases of ill success, we find those interested, inveighing against the common school system in general, and school officers in particular. But while we admit that the present system has many defects, and that many officials are utterly unfit for the position they occupy; while we see and deplore this state of things, and labor for reform, let us not lose sight of another source of mischief, right in our midst, and not the less important because less a subject of remark.

Often the principal source of the ill success of schools may be found within the district, and depending on the will of the inhabitants alone for its removal or perpetuation. It is simply a want of harmony among themselves, a spirit of selfish, partisan opposition, which is so common in school districts as to have passed into a proverb, and so much a matter of course, as to be considered in a manner inevitable.

Petty factions arise and are kept up, which become so violent, that whatever may be done by the one, is sure to displease the other.—Teachers and their acts are lauded beyond their deserts by the one, while they are as readily and as blindly condemned by the other. Misrepresentations are indulged in and encouraged, met by over-zealous recriminations, and a general "muss" about nothing, is the result, in which the teacher often becomes more or less involved. It is needless to particularize. Those interested know just how it is. If such a state of things is suffered to continue, a permanent want of harmony ensues, which is incompatible with the perfect success of schools. And not only does the district suffer the consequent temporary injury, but a loss of credit which must permanently affect its interests both pecuniary and educational.

Is there no remedy for this? If there is, it must be in the possession of the inhabitants of the districts themselves, and to such the following desultory hints are addressed:

With a view to the removal of this evil it will be necessary to ascertain its causes in each particular instance. Perhaps it may be the result of outside interference, official or otherwise. For example, there is some-

times an unwarrantable exercise of the arbitrary power vested, (perhaps unwisely,) in the Town Superintendent, for the purpose of attaining some personal end, or gratifying some personal pique against a certain district, or an individual thereof. To meet such a case requires the united action of all the well disposed in the district, and a commendable district pride will effect much in this direction. The district must be "allowed to manage its own affairs in its own way," subject to such "higher law" as it is incumbent on all districts to submit to. This kind of "popular sovereignty," if it should fail to prevent all impertinent interference from without, will, at least, make it less feared, and afford *one* bond of union promotive of harmony within.

If the evil originates in the district, whatever may be the especial cause, no effort should be spared on the part of those interested to effect its removal. If the interests of particular individuals have been wantonly disregarded, or warred against in the past acts of the district, in hiring or refusing to hire certain teachers, in arranging the school terms, or in any other respect, a change of policy must be made; for in a matter of such vital importance, it is not worth while to insist on minor points, if thereby serious offence be given to any, or the efficiency or usefulness of the school be in the least degree impaired. The common school is not for one but for all. Except in rare cases, a spirit of prudent concession on the part of those having control of the matter, will go far toward conciliating the remainder, and without any sacrifice of principle or utility either. Very much may be effected, if there is an honest desire to promote the best interests of the whole district, and such desire is properly made apparent.

But it occasionly happens that the whole trouble arises from the *natural* and *unprovoked* perverseness of one or more in the district, who, if they cannot have their own way in everything that is done, are determined to throw obstacles in the way of measures instituted or proposed by others, whether right or wrong. Their wants, too, are exceedingly capricious, so that whatever course may be taken by the district, they are never willing to be suited. Though it may be impossible to remove this difficulty entirely, in some cases, a determined, yet moderate course will tend to diminish, if not counteract successfully its most obvious ill effects.

The first duty is to cultivate and sustain a lively interest in the subject of common schools in general, and your own in particular. Let all your communications on the subject, especially with the apathetic and faint hearted, be of such a nature as to conduce to this end. In a community deeply interested in the success of schools, all concessions necessary to

such success will be readily obtained, and individual preferences readily sacrificed to the general good. Such an interest will tend to harmonize conflicting opinions, and to unite all in the one purpose of securing, at whatever cost, the greatest good of the whole district. But if all *cannot* readily be thus united, avoid extreme measures, and such as would tend to exasperate, and do not forget to exercise charity and forbearance toward all. Things may not be as bad as they seem. Impartial investigation may show that motives have been misunderstood or misrepresented. Liberal concessions, such as will seriously harm no one, may conciliate the disaffected, and restore harmony to the district. But if there should still be manifest in certain quarters, a dogged opposition to proper and just measures, and a persistent refusal to acquiesce without interminable grumbling; an independent course, without special reference to the recusant, is the only one for the district to pursue. If all *cannot* be accommodated, come as near that mark as will be consistant with the maintainance of a good and efficient school. "Be sure you are right, then go ahead."

Attend properly to district matters, lest the schemes of the evil disposed prevail, and thwart you at times when you can ill afford the time and labor required to set things to rights again. Attend all the district meetings. Get good officers, and while you are selecting such as are individually competent and proper, endeavor to get such as can act together harmoniously in their official capacity. Nor will your duty end here, for your influence, if properly exercised, will tell on the policy of any district board not entirely wrapped up in their own conceits, and such are not fit for the place ; for though they are clothed with considerable discretionary power, they are still but servants to execute the will of the people of the district. They should ever be mindful of this, and while they exercise their somewhat arbitrary powers, they should not lose sight of the fact that the responsibility is ever in proportion to the extent of power.

If the district board can act as a unit, and they are sustained by a fair proportion of the inhabitants, wonders may be accomplished in the way of surmounting difficulties and removing obstacles, if the will is there.—Encourage no unpleasant distinctions. Consult the interests of all; but if some *must* be disappointed, avoid giving unnecessary offense by any act that would aggravate the feeling of dissatisfaction. Procure as good teachers as the circumstances will admit of, teachers for the whole district, and such as will not be obnoxious to any, if such can be obtained, and when such have been procured, stand by and sustain them. Encourage no partiality on their part, toward parents or children, either in or out of school. Watch over their schools, give them advice and counsel

and encouragement, but do not interfere in the management of the school unless it is evidently necessary for you to do so, and then no farther than *is* necessary. Visit the schools, and encourage others to do so. Thus only will you be prepared to judge correctly of their character and peculiarities.

No district board having the interest of the district at heart, will forget that everything tending to promote harmony, and a community of feeling in the district, on the subject of schools, is worth seeking after, and they will govern their action accordingly. Perfect success can be attained only where there is perfect harmony, and the nearer the approach to the latter, the more confidently may we look for the former.—Whatever sacrifice may be necessary to attain this desideratum, if successful, it can hardly be too great for the recompense which it will be sure to bring.

This rambling article is not written, however, to point out all the "ways and means," but to induce thought and action on the part of some who may be looking to reform in something nearly beyond their reach, as a remedy for existing evils, while they lose sight of causes which lie at their own doors, and are therefore more immediatiately approachable.—And for troubling the reader with these disconnected hints this is my only apology.

Portage, Wis., 1861. W.

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## MEDITATIONS AND EXPERIENCE OF A TEACHER.

### CHAPTER III.

"Should disappointment, parent of despair,
Strive for her son to seize my careless heart
When like a cloud, she sits upon the air,
Preparing on her spell-bound prey to dart:
Chase him away, sweet Hope, with visage bright,
And fright him, as the morning frightens night."—KEATS.

A person wandering about seeking employment, is regarded as a pitiable object; and that is now my case. For a few days I strolled about the neighborhood of my unlucky school. I called on some brother teachers, and I frankly told them about my failure. They gave me their sympathy. One worthy friend, by whose aid I got that situation, tells me he recommended me there, and would do it again. A lady teacher, with whom I made acquaintance at the Institute, says, "don't feel bad about it." Such sympathy from fellow teachers is better than any

retaliation. But there are some who throw the whole blame upon me, while others take a neutral position. Sometimes I fancy that I ought never again to attempt to preside over a school. But I can only for a moment entertain such an idea, for I have had many bright encouragements in former times; and has not a faithful and true teacher a reward, even when his best efforts are not appreciated? He may never see the fruits of all his labor, but for this he need not always be discouraged.—His design is good, great, and honorable. The world may never reward him, and those whom he has most benefited, may forget him, but when he has performod his sacred duty, he has the approval of his Heavenly Master; and this is better than earthly patronage.

There are teachers who rejoice in the downfall of others; some are jealous of rivals, and some think to build up a reputation for themselves on the ruins of others? Many such have I seen in several places. A teacher once tried to prevent me from getting a situation in a Grammar School, by slandering the school board; but I understood him. In the same place the President of the board treated me very respectfully.—Alas! that we should have such unworthy members in our profession.—They have not got the true spirit of teaching. To give encouragement is a part of the instructor's work. The true teacher rejoices in the success of his brethren, and is not insensible to the merits of those who are kept by untoward circumstances from such positions as they could best fill.

I survey the well cultivated farm, I view the well constructed dwelling, and I have the hospitality of its occupan . There I feel constrained to utter the wish:—

"O! that for me some home like this would smile."

Here I see the fruit of education and moral culture. I see it in their household economy; I see it in the well chosen literature that fills the book-case and covers the center-table; I see it in their sensible conversation; and in the peace and harmony that reigns in the family. Oh! the magnificence of the teacher's work! But too many are ungrateful for what teacher's have done, and are now doing for their youth. Lucky is the teacher who can keep the confidence of rich patrons. And good schools are the best insurance on property and the morals of the public.

It is a pleasure to visit schools, to hear the exercises of the pupils, and to see what interest their teacher takes in their advancement. I am pleased in seeing their intellectual development. It is a pleasure to give countenance and encouragement to a fellow laborer for the young, and to receive the same in return. In no place am I more at home than in a school room. After listening a while to the exercises of a school, I am

invited by the teacher to make some remarks. And I then see that my remarks have had a magical effect in promoting order in the school, and enthusiasm in study.

It is a great misfortune that the best talent cannot always be engaged and retained in the work of education. People look mainly to their own emolument. The teacher is pursuing a vocation that is not often well paid, and the result of his labor is not always apparent in his day. It is therefore only a love for the work, and benevolence for the young that will induce him to persevere in his worthy calling. If teaching always bought a liberal pecuniary reward there would be too many mercenary teachers who would teach only for the compensation.

After paying my debts, I find myself in a straitened condition. I am obliged to sell my watch for less than half its worth, and pawn one of my favorite books, that I may travel to the abode of my relations.

"But how our fates from unmmentous things
May rise, like rivers out of little springs!"

I went to visit the Union School at S——. The Superintendent is an old acquaintance. He told of a place where a teacher was wanted.—Forthwith I went to see about it. There I was told that a teacher had been engaged, who failed to pass the examination before the county board. But I easily passed the exrmination and got a certificate. In a few days I am to commence school there. I have attended to the same preliminaries that I did in my former school, and now I am nerved for the task.

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Plutarch observes, that, out of three of the best things, three of the worst arise ;from truth, hatred; from familiarity, contempt; from happiness, envy.

A burden which one chooses is not felt.

A liar should have a good memory.

Be a friend to yourself, and others will.

Call me cousin, but cozen me not.

Crosses are ladders leading to heaven.

Eagles fly alone, but sheep flock together.

Unbidden guests know not where to sit down.

Tell not all you know, nor do all you can.

Zeal, without knowledge, is like fire without light.

Speak well of your friend, of your enemy say nothing.

If youth knew what age would crave, it would both get and save.

A good word for a bad one, is worth much, but costs little.

For the Wisconsin Journal of Education.

# SUGGESTIONS TO TEACHERS.

CONTINUED FROM JANUARY NUMBER.

The teacher should so prepare himself at home, that when he enters the school-room, and commences the great business of developing the minds, forming the tastes, and moulding the manners and morals of the generation that shall succeed the present, he can make every youthful eye sparkle, every beating pulse quicken, and every heart leap for joy, at the interesting things he may say to them during the day.

By reviewing the studies which you are required to teach,—the lessons you are to hear, you will be better enabled to illustrate the subject in an interesting and familiar manner. To this, methinks I hear some of you say, "This is not so easily done as said;" but "where there is a will there is a way." To this again, the charlatan, who "lives on the north side of charity," and is utterly ignorant of school-teaching, tauntingly says, "the teacher should possess a competent knowledge of the various branches required to be taught, before he assumes his position;" while the inexperienced and unsuccessful teacher replies, "this reviewing of studies requires mental labor and sleepless hours." To this I answer, that the teacher, who heart is in his work, and who is true to his calling, expects to undergo many a lonely pilgrimage, and to experience many discouragements and toils, and to sacrifice social comfort, and domestic enjoyment; but the glimpses of success which he catches from time to time, will in the end brighten and expand into something like a realization of his fondest hopes.

The question, my fellow teacher, is not how you can get along with your school most easily, but how much it is *possible* for you to accomplish during the term, for the benefit of those children who are daily gathered around you. Improve every opportunity for conversation therefore with experienced teachers; cultivate a congenial mind for children. If you do not fully possess it, have a willing heart, and you will soon have a ready hand to point, as did the Roman matron, and exclaim "Here are my jewels."

The children committed to your care, are the choicest property of their parents; they are the hope of futurity into whose hands the destiny of our land and nation is soon to pass. Many of your pupils, perhaps, have arrived at an age when what is done for them at all, must be done quickly. You may never again have them under your care and instruction. Be just, be true, be kind, be a shining example to them, and you will leave to posterity a more lasting monument than a soon forgotten name and a marble slab.

Be earnest, be energetic, be wide awake, if you would thoroughly wake up the minds of those around you. Again, you must interest your pupils and furnish useful employment for them, or they will certainly furnish unwelcome employment for you.

Your scholars are looking to you with solicitous eyes and anxious hearts, they have a just claim—their parents have a rightful claim on you, for the very best you can do. Though your salary may be small, it does not alter the case in the least. You have agreed to be their teacher and that is a sufficient reason why you should be diligent and have your mind and heart in the work. It has been justly said, "*That as is the teacher, so will be the school.*" Merely to go through the common round of exercises, and barely to hear the lessons, is not enough. Prepare yourself at home for every day's work, that your school may *expect* and *receive* something new every day.

See that your pupils start in the right path on their journey through life, prepared to enjoy happinness, and to become useful members of society, and blessings to mankind. Arm them with moral training—with head and heart knowledge—which will shield them against the assaults of bigotry, ignorance and superstition, and enable them to withstand the encroachments of party, strife, and excitement. Fellow teachers, the present proud position of many of the schools of Wisconsin, was not obtained without *great* labor, nor can they be long maintained, improved, and prospered, without *earnest* efforts on your part and the friends of education.

SYLVESTER CORBET.

Lewiston, Feb. 1861.

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## SUGGESTIONS.

I noticed in the January number of the *Journal*, a very worthy article written by Mr. CORBET, but do not fully agree with him in all his suggestions.

First, in regard to his manner of conducting the exercises in spelling. Instead of having their hands folded behind them; I should have their hands before them, holding slates and pencils—those who could write, and those who could not, I would have learn as soon as possible; and when I pronounced the words, have each write his words as neatly as he could, then I would either examine their slates and mark the words incorrectly spelled, and let them take them for part of their next spelling lesson; or write the lesson on the black-board, and have them compare and mark their own words. At another time I would give each two

three, or four words, and have them form sentences, which should contain these words. And of course when studying their lessons, they will be careful to find the meaning of the words they do not know, that they may use them correctly. As often as convenient, I would have them write and define the words. The lessons would necessarily be short.—But I always consider it is what we *learn*, and not what we *pass over*, that benefits us. We often see the writing of those who have been called good spellers, while they spelled in class, with the most simple words misspelled and perhaps incorrectly used. This we wish to remedy if possible. And as long as we use our present outrageous system, I think the only way to become *good spellers* is to have writing connected with the spelling, that we may learn to write and spell at the same time, and see the form of the words as well as to hear the pronunciation. We certainly need to remember the form, for when we hear the words or think of them, unless we *have* some recollection of the *form*, we can not tell what letters are used in their orthography. By this method scholars not only learn to spell more readily, but, at the same time are gaining a knowledge of our language, the correct use of which they should obtain at as early an age as possible. He says, "have your classes review their lessons often—devote at least one day in every week to reviewing." I do not consider this necessary. When they learn a lesson, they should have it clearly and definitely understood, which will cause it to leave an impression on their minds which will not be lost as soon as passed. And then when they come to the next lesson, which perhaps requires a practical knowledge of the principles in the former, they will be capable of comprehending it. This they cannot do when they have but an imperfect understanding of the previous lesson; they will gain nothing but a few indistinct and confused ideas. And when children pass over a lesson knowing they are to review in a few days, they will not think it as necessary for them to gain a perfect knowledge of it, as they would if they knew they must gain a practical knowledge of it from once studying. But to obviate the need of reviewing so often, we should be careful that they have no more studies, nor more difficult ones, than they are capable of comprehending.

I notice that Mr. CORBET quotes the old adage, "too great familiarity oft begets contempt." But for my part I cannot see its appropriatness in this place. A proper familiarity cannot be too great between scholar and teacher. The heart of the teacher should be so free from evil, that he need not use cold formality to hide its deformities; but can be perfectly affable and unconstrained in conversation, and have no fear of betraying any hidden canker spots. In his synopsis of school exercises, I think he has left out some important items, among which is singing.—

But I will say no more as I have not had quite "ten years' experience" to teach me the best plan for conducting school exercises, and fear my ideas may not be as valid on that account.

Springfield, Marquette Co., January, 1861. E. P.

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## SELECTION OF SCHOOL SUPERINTENDENTS.

[Though a bill is now pending before the Legislature, to give us the office of County Superintendent of Schools, the remarks of the writer of the ensuing article apply with added force to the filling of that office.—ED. JOURNAL.]

The mission of the *Journal* is certainly such as to warrant even the most humble laborer in the cause of common schools, in feeling at liberty to contribute anything for its columns which may be supposed to have a proper bearing on the general subject, though not of course in insisting on its insertion. This consideration has led me to offer a few suggestions in reference to a matter in which all are interested, and though they will be merely fragmentary, and though others quite as appropriate and valuable will readily occur to those who peruse this article; the motive which governs me in writing—to excite reflection—has seemed a sufficient apology.

The near approach of the town elections would seem naturally to induce reflection in the minds of all who are interested in the success of schools, relative to a proper selection of candidates for the office of Town Superintendent. And such reflection, I believe to be peculiarly demanded by the nature of the case. There is usually much partisan spirit aroused at elections, which exerts a more or less controlling influence on the selection of officers, to all classes of whom the same political test is applied, no matter what the nature or duties of the office may be. While the present school system exists, the office of Town Superintendent must be quite an important one, if for no other reason than the arbitrary nature of the powers vested in the incumbent, which render him competent to effect much for good or evil. Hence the imperative duty of all, having to do with these matters, to use their votes and influence to place in the position men every way equal to the responsibility, and such as will be devoted to the welfare of the common schools under their charge. I will indicate a few errors to be avoided, and pass on to the consideration of qualifications of candidates.

Political tests should *never* be applied to candidates for this office, (though everybody knows that they often are,) since they are not only inappropriate from the fact that the duties of the office have no connection whatever with politics, but absurdly unjust and dangerous, because they may, and often do, exclude from the post, men every way competent, and allow it to be filled by such as are so in no sense, simply because the former are of the wrong political stripe, while the latter act with the dominant party, and are consequently all right. This is much to be regretted, and a reform which should at once and forever divorce all school offices from politics, would be really worth laboring for.

Neither should a religious test be applied. The school laws are wisely tolerant and impartial in this respect. No one, as a general rule, should be supported or opposed on religious grounds merely. To this rule, I will, however, readily admit an exception. No *bigoted* religionist can be a proper candidate. That I may not be misconstrued, I will illustrate the idea by referring to a case coming under my own observation; premising that it is not intended to apply to one sect more than another, but as a statement of an unpleasant fact, for an example, and for general application. An adherent of the ———— Church is elected to the office of Town Superintendent. His duty to the church seems to have been more imperative with him than his duty to the people of his town, causing him, against their wishes, to make strenous efforts to exclude all teachers but those of his own faith, especially those of Irish descent.—These efforts, with the co-operation of a Chairman of the same faith, have been partially successful. Well known, competent teachers, have been refused certificates; those to whom he reluctantly granted certificates, have been subjected to much subsequent annoyance, and the abuse would doubtless have been continued, but for the uprising of insulted public opinion. Such things cannot, and must not be countenanced.

In selecting candidates, the people should remember their sovereignty. Many will present themselves unasked; competent, perhaps, in other respects, but who are constitutionally so very conceited, that once in office, they would be entirely intractable, and never be willing to forget their own peculiar conceits, in deference to the wishes of those most interested. To themselves they seem everything, whatever they may be to others, and this may explain, if it does not excuse, the alacrity with which they come forward as candidates. Let the people do their thinking in this matter, and decide for themselves, on the score of merit and fitness.

It is often the case that those best qualified, will not consent to serve; sometimes the town may lack a thoroughly qualified resident, and occasionally there may be unmistakable indications that the best could not be

elected, if nominated. In such cases, duty requires the selection of the candidate who combines the greatest proportion of essential qualifications, who is willing to accept, and who can probably be elected. But what are essential qualifications? To say nothing of responsibility, which with some is always the first consideration, and which certainly should not be lost sight of, though it should never be made paramount; I will notice a few as they come to mind, which may be called essential.—It may not be necessary to mention what is so self-evident, that no one should fill the post who is not competent to discharge all the duties thereof, readily and thoroughly. But competency must not be supposed to consist in scientific attainments merely, although, to a certain extent, they are essential; but quite as much in qualifications of a different nature. And, as negative qualifications, there should be, in the candidate, an absence of self-conceit, bigotry, partisan and personal bias, to begin with; or the the positive qualifications which he may possess will fail to have their proper effect and influence on his official acts.

Of these positive qualifications, none, perhaps, should have more weight than character. Not such as depends for its existence and maintainance on social position or connections, but sterling moral principle, with a basis of good sound sense. Without this, no array of other qualifications will be sufficient; with it the lack of many other others may not be seriously felt. A person of this stamp will be likely to take a practical view of things, and it will not be essential, possibly not advisable, that such a one should be a practical teacher, provided he has kept himself thoroughly posted in educational matters in general, and especially in the growing wants of the common school. But while one should be eminently practical, he should feel so lively an interest in the cause as to exhibit in his acts an energy and an earnestness that really means something. Even enthusiasm, in a man of sense, should not be held objectionable. A high standard of excellence should be kept in view, in the matter of teachers and schools, not as something to be invariably insisted on, but to be approached as nearly as the circumstances of actual requirement, locality, &c., will admit of. A candidate should possess some business talent, since he has to deal with various corporations and officials; but those otherwise qualified will usually be sufficiently endowed in this respect to get along with the business of the office.

Manners, it may be thought, should not be insisted on, but those of a candidate for this office should be tolerable, for on this will depend, measurably, the agreeableness of the intercourse to which the duties of his office will often invite him; and especially in the examination of teachers, and the visiting of schools. Cast overboard all candidates whose nature or position would be likely to make them partial in the discharge

of their duties. No one who would encourage any undue partiality with regard to different sections, schools, or teachers is a fit candidate. The Superintendent, if he does his duty, must labor for the good of the whole town, and all teachers must receive at his hands, what they have a right to expect, even-handed justice.

But these hints, as well as the rules of action which they suggest, must not be taken as entirely infallible, but may be varied according to the peculiar wants of a particular locality, or the necessities of a particular case. Still an effort should be made to secure officials who shall approach as near the proper standard, as may be consistent with their *special* fitness for the particular occasion and locality. It may be said that such would always be preferred, but the question is how to get them. It is believed that if all partison and personal feeling could be laid aside, and a real desire to promote the interests of the schools allowed its proper influence, it would seldom be very difficult to fix upon some one who will make an efficient, faithful officer. If you have had one who is all you require, do not let the principle of "rotation" alone induce you to discard him, at least unless you are sure of getting another as good. If you have tried one who has been found signally incompetent, or undesirable, a change is demanded, unless you are sure of doing worse by changing. If a new man is proposed you may judge somewhat from his antecedents, or the relations he may sustain to others, or his peculiar personal traits, likes, or dislikes.

Everything connected with the election of Superintendent, must be held subordinate to the effect it will probably have on the welfare of the schools which it is proposed to confide to his care This must be paramount to all other considerations. No political or other unworthy influence should be allowed to interfere. If this principle could govern the action of the voters, there is little doubt that proper officers might almost always be secured. Mistakes might sometimes be made it is true, but if the general result should show even a small improvement, in consequence of efforts to get the best men for the place, regardless of minor considerations, it will abundantly repay such efforts, and if the condition of schools should be materially elevated thereby, the reform will be likely to become permanent, as it cannot fail to be appreciated. At all events, the importance of the common school must warrant any effort put forth with a view to promote its welfare, and it is eminently worth while that such effort be made. W.

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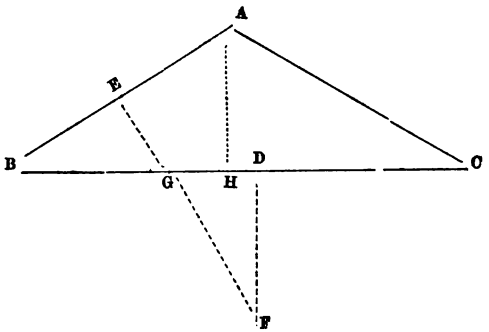
THE training of a child, as far as obedience is concerned, ought to be over by the time it is five years old.—*Miss Sewell.*

# MATHEMATICAL DEPARTMENT.




*Solution of Problem* 9.—Let $ABC$ be the triangle; $A$ the place of the highest tower, $B$ of the second, and $C$ of third;—$a$, $b$, $c$, the heights of the towers in the same order; $H$ the foot of the perpendicular let fall from $A$ upon $BC$; $E$ the point in $AB$ equidistant from the tops of $a$ and $b$; $D$ the point on $BC$ equidistant from tops of $b$ and $c$. Draw $EF$ perpendicular to $AB$ and $DF$ perpendicular to $BC$. It is plain that $F$ is the place of foot of the ladder. Let $G$ be the point of intersection of $EF$ and $BC$. $(a^2-b^2)\div 2AB=$ distance of $E$ from the middle of $AB$. $(b^2-c^2)\div 2BC=$ distance of $D$ from the middle of $BC$. $(AC^2-AB^2)\div 2BC=$ distance of $H$ from the middle of $BC$.

Thus $BE$, $BD$, $BH$ are known.

$\sqrt{AB^2-BH^2}=AH=84\frac{12}{17}$

$BH : AB :: BE : GB=114\frac{4}{45}$

$BD-GB=DG=55\frac{481}{765}$

$AH : BH :: DG : DF=104\frac{31}{104}$

$\sqrt{DH^2+DB^2+b^2}=\sqrt{10879\frac{3205}{10404}+28804\frac{579}{7225}+256}=199{,}848412$ feet, *Ans.*

The above is given as the "Common School solution" of the problem.

S. LITTLEFIELD.

*Solution of Problem* 11.—If a line be drawn from either angle of a triangle so as to divide the triangle into two equal parts, it is evident that it will cross what we may call the centre of the figure, and as lines drawn in like manner from all the angles would cross this centre, it is proved that they would intersect at a common point.

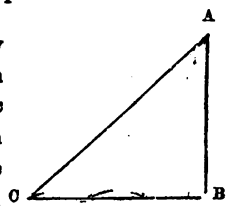
G. H. P.

Madison High School, Feb. 1, 1861.

[Mr. WHITCOM sends a concise solution of the above, reasoning from the centre of grvity, aud Mr. A. HERRMANN, of Mequon, Ozaukee Co., sends an elaborate solution; but we give place to the one

presented, as coming from a school lad, and as being on the whole the best of the three. We hope and expect to hear from the pupil again.]

*Solution of Problem* 13.—What must be the inclination of the roof of a building to make the water run off in the least possible time?




Let the roof the building be represented by $A\,C$, draw $C\,B$ parallel to the horizon and from $A$ let fall the perpendicular $A\,B$, put $A\,C=x$ $A\,B=y$ and $C\,B=a$. Then by a well known principle in mechanical philosophy we have $\sqrt{y\div 16\frac{1}{12}}$=the time required for the water to fall from $A$ to $B$ and $\frac{x}{y}\sqrt{y\div 16\frac{1}{12}}=\frac{x}{\sqrt{y}}\sqrt{16\frac{1}{12}}$ = the time required for the water to pass down the inclined plane $A\,C$ since this time is to be the least possible $\frac{x}{\sqrt{y}}$ or $\frac{x^2}{y}$ = minimum. But $x^2=a^2+y^2$ Hence $\frac{a^2+y^2}{y}$=minimun $\therefore$ $\frac{(y^2-a^2)dy}{y^2}=o$ Hence $y=a$ and the angle $A\,C\,B=45°$.

LEROY CAMPBELL.

*Note.*—It will be seen that in the above calculation, the friction of the water upon the roof is not taken into account. Can some one give us a discussion in which the friction will be considered?

*Problem* 15.—Required the unkown distance and bearing in the following field notes :—

| *Bearings.* | *Distances.* |
|---|---|
| $N\,50\frac{1}{2}°\,E$ | 12,40 |
| $N\,10°\,E$ | 3,50 |
| $N\,35°\,W$ | *Unknown.* |
| $N\,85\frac{1}{2}°\,W$ | 5,44 |
| $S\,57°\,W$ | 13,31 |
| *Unknowu.* | 16,87 |

*Problem* 16.—If a common tangent be drawn to two given circles which touch each other externally; find the diameter of a circle inscribed in the space inclosed by the two circumferences and common tangent.

L. CAMPBELL.

*Problem* 17.—A County Board ordered a bushel measure made of copper plate, $\frac{1}{8}$ of an inch thick, for a standard measure. What must be the proportion of the radius of the bottom to the hight of the rim, to require the least possible amount of material?

C. WASMUND.

# SCHOOL ROOM EXERCISES.

## NATURAL PHILOSOPHY.

1. Why can we take a certain quantity of pure water, and after dissolving in it as much salt as it will hold in solution, put in a quantity of sugar, and then have only the same bulk we had before putting in the salt and sugar?

I am aware that we have a theory that is supposed to answer this question, viz: That the particles of water are globular, and that the particles of salt are smaller than the particles of water; therefore the particles of salt occupy the spaces unoccupied by the water, while the particles of sugar, being as it is assumed smaller than those of salt, occupy the spaces left unoccupied by the water and the salt,—in the same manner as peas may be made to occupy the spaces between a number of oranges, and then mustard seeds the spaces between the peas. This is a beautiful theory, but will it bear any test?

In the above illustration we can readily see that we must obey the precise order, i. e., first put the oranges into the basket, second, the peas, and last of all the mustard seeds, if we would get all three kinds into the basket, without increasing the bulk. But suppose, after we have put in the oranges, we put in all the mustard seeds we can, how many peas think you shall we be able to put in without increasing the bulk?

But in the other experiment, it does not matter which we put into the water first, the sugar or the salt; either way we can get in both. Then how can we say that the particles of one are larger than those of the other? The inquiry arises then, is the above illustration, which we find in our text books, a suitable one? If not, will some one please give us (through the Journal) the true one?

Berlin, Feb. 7th, 1861. A.

2. Why will a larger lump of sugar become dissolved, if suspended in a cup of tea, near the surface, than if lying at the bottom of the cup?

## ANSWERS TO QUESTIONS IN GEOGRAPHY.

1. A part of the water which flows down the Mississippi, rises by evaporation into the atmosphere, but a far larger portion escapes through the porosity of the adjacent banks, and either forms marshes, or stands beneath the surface. This is particularly the case in Arkansas.

2. The British Islands and New Zealand are antipodes; but what is most remarkable is, that the former, are in about the centre of the largest hemisphere of land, and the latter, of the largest one of water.—Thus London is not only the commercial, but the geographical center of the world.

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## HOW CAN YOUNG PEOPLE PLEASANTLY AND PROFITABLY SPEND THE LONG WINTER EVENINGS?

A paper in the February number, (page 243) under the above title, has suggested the propriety of furnishing the readers of the *Journal of Education* with some account of the establishment and successful working of a Society somewhat similar to the one described in that article; and which practically answers the question. It is a Literary Association in connection with the Union Schools in Waukesha. It was got up by Mr. E. S. Green, the efficient principal of those schools, and has been in operation upwards of a year. The peculiar features of the Society are a weekly manuscript periodical and a weekly criticism of the performances of the previous meeting. With the reading of these original compositions, there are interspersed declamations by the young men, and select readings—the whole enlivened with a little vocal music. The weekly periodical is in two parts, one of which is got up by an editor, and the other by an editress, and consists of an editorial and original compositions. The critic of the evening is generally one of the female members of the Society. The members of the society edit, criticise, write, and declaim in rotation. During the winter months a fortnighly course of lectures is being delivered before the association, when there is a goodly attendance of the inhabitants of Waukesha. Four of these have already been delivered.

The following notice of one of the weekly meetings of the Society appeared in one of our local papers a few weeks ago:—

"The third Lecture of the course, in connection with the Literary Society at the Union School, was delivered by the Rev. Mr. Clark, on Friday evening last. It is usual to call such lectures interesting and instructive; but this lecture was really so. The Rev. gentleman took for his text a *very free* translation of the name of the Society. The Society is called "*Senoritas educata,*" or some such curious name: when translated by Mr. Clark into "*Handsome and Literary Young Women,*" it had quite a pleasing and civilized sound. From this attractive title, the lecturer discoursed upon the physical, domestic, intellectual and moral training of young ladies. A healthy mind in a healthy body; to manage a household discreetly or write a paper for the pages of "*El Pensaleer,*"—these were some of the qualities and qualifications which the lecturer desired to see in the young ladies whom he was addressing. In physical education he urged them not to be

slaves of fashion,—especially in that remorseless girding of the waist, which is known to produce deformity and chronic ill health in so many unhappy cases. The lecturer congratulated the Society upon their success, as evinced by the superior character of the performances in composition and declamation. And this tribute was well deserved; for there is a very manifest improvement in both these respects as compared with six months ago.

"The number of "El Pensaleer," read on Friday evening, was a capital number; editorial quite spicy. Criticism, which Charles Lamb, the prince of critics, pronounced to be the most humane and liberal of all the arts, is also encouraged by this Society; and we were treated, by the critic of the evening, to a discriminating and lengthy review of the performances of the previous meeting. The lovely critics must bear in mind that indiscriminate fault-finding is almost as bad as indiscriminate laudation.

"The Society appears to be well adapted to furnish mental stimulation to the ambitious youth of both sexes; and it is very pleasing to see the hearty interest manifested by the members. The whole thing is a success; and great praise is due to the indefatigable Mr. Green, for the initiation and successful working of such extra educationl machinery.—The fortnightly lecture before the Society is a treat to the citizens of Waukesha, for which we are indebted to Mr. Green."

The younger pupils in the school have also a weekly meeting, with *their* manuscript periodical, and all the machinery of the other Association. A. B.

## EVENING AMUSEMENTS.

Once in a while the children of two or three families will naturally get together and have a pleasant little frolic. Its right that they should, and the grown up folks would do well to join in with them. We incline as a people to grow old too fast. A gay time with the children once in a while will do us good. *We* used to enjoy these jollifications with neighboring children twenty years ago, and they are now and then decidedly pleasant even yet.—*Wisconsin Farmer.*

The *Farmer* then gives a description of a pleasant intellectual game or play, which our young readers will readily find in the February number of that periodical. We add a few more amusements, that exercise the mental powers:

THE GAME OF TWENTY QUESTIONS.—One of the company thinks of some object, as a pin-cushion, an icicle, a tooth-pick; the rest in succession ask questions about it, as its color, size, shape, what it resembles, what kingdom it belongs to, i. e., whether an animal vegetable or mineral substance, and true answers must be given, though they may by ingenuity be made to give but little information. The game is to ascertain by twenty questions what the object is; if not found out, the person questioned informs them, and wins the game. The one who guesses right

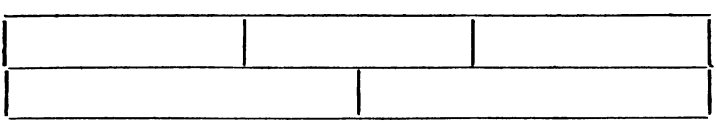
first, may select the next object to be ascertained in like manner. An intelligent grown person should preside, to give information, settle disputed points, &c.

SQUARING THE CIRCLE.—This amusement takes its name from the word which is given as an illustration of the process below. We add two more easy examples, which we saw some young folks perform, and one of which is not squared. It is more difficult to form the square, if long words are taken, and the best words generally are those which have a regular succession of consonants and vowels. None but legitimate words, properly spelled, should be put in the square. Proper names are allowable. The amusement leads to a use of the Dictionary.

| | | |
|---|---|---|
| CIRCLE | | |
| ICARUS | LADY | CITY |
| RAREST | AREA | I |
| CREATE | DEAR | T |
| LUSTRE | YARD | Y |
| ESTEEM | | |

THE GREAT PUZZLE.—A correspondent of the New York *Times* sends the following puzzle of puzzles, that for a month has puzzled all Paris —

Draw a series of lines thus :



Then, with three strokes of the finger, and without returning upon any line, already touched, wipe them all out.

# EDITORIAL MISCELLANY.

## OUR EDUCATIONAL EXCHANGES, AND OUR OWN JOURNAL.

The ILLINOIS TEACHER and the MICHIGAN JOURNAL OF EDUCATION, next claim attention; but we are sorry to say that we cannot speak of them as Exchanges, for though we found them upon our "exchange list," we have never been so fortunate as to receive a copy of either. The Illinois Teacher we do not recollect ever to have seen; but from its reputation we presume it is worthy of the great State it represents. It is published we believe at Bloomington.

The Michigan Journal of Education, as we see by an old volume, (1858) is in its eighth year, and the same specimen shows that it was then an ably conducted Journal. We presume it is still the same. Published, we think, at Ann Arbor.

We should esteem it a favor to receive the two last mentioned periodicals, in exchange for our humble and unpretending Journal.

THE IOWA INSTRUCTOR, published under the control of the Ex. Committee of the State Teachers' Association, entered upon its fourth year last October.—Though the State is a little older than Wisconsin, the "Instructor" is not quite as old as our own Journal; but it is well filled, and indicates much activity in the educational work of the State. Edited by G. G. NESTLERODE, of Tipton, to whom subscriptions and and communications should be sent. Like all the Journals which we have noticed it is $1,00 a year. Printed at Davenport, by Luse, Lane & Co., to whom advertisements should be sent.

THE IOWA SCHOOL JOURNAL, is another educational publication, in that State, and is more nearly connected, in an official sense, with the work of public instruction, being now under the editorial care of Hon. THOS. H. BENTON, Jr., Secretary of the State Board of Education,—or as we call it, State Superintendent. With January it entered upon a second volume, and assumed the usual pamphlet form, having before been in a small newspaper form, we believe. The new volume looks well (except the proportions of the page,) and promises well; and if Iowa can and will sustain *two* Monthly Educational Journals, by means of private subscriptions, we shall be suprised, but heartily glad. Without the State aid now rendered, our own Journal would speedily gasp for breath.

We have now noticed all the Educational Journals of the Northern States, (except our own) which have an authoritative or official character; and we propose hereafter to glance at those which are published by private enterprise, and those of either kind published in the Southern States, and in the Canadas.

Our Northern Journals thus far noticed, may be divided into two classes:—First, those edited and controlled by the Head of Public Instruction in the State. This is the case with the Maine Teacher, conducted by Hon. E. P. Weston, State Superintendent; the Pennsylvania School Journal, by Hon. Thos. C. Burrows, Superintendent of Common Schools, and the Iowa School Journal, by Thos. H. Benton, Jr. Secondly, those which are published by, or under the sanction of the State Teachers' Association. This is the case with the eleven others that have been noticed, and likewise with our own. They are all we think, except the Iowa Instructor, made the organ of the State Superintendent, for purposes of official publication, but have various arrangements as to editorship.

Our own Journal is the only one, as far as we know, that does not depend principally upon its private subscription for support; the bulk of our edition being subscribed for by the State, through the State Superintendent, and sent to school officers. In consequence of this, it is not as numerously subscribed for by teachers, as would otherwise be the case. Still we suppose it may probably be more generally read by our teachers than is the case with the Journals of many other States. As it goes into the neighborhood of every teacher while employed, by going to the district clerk, one of the three—the Journal, the teacher, or the clerk must be very dull, if the two latter continue unacquainted.

We take this occasion to remark however, that inasmuch as the State subscription is the means of sending the Journal into several thousand families, we wish not to overlook this fact. We presume that its influence in the family was in the minds of those who brought about the present plan of publication, and we attach more and more consequence to this consideration. It is perhaps quite as important that the educational sentiment and interest of the people be elevated, as the qualifications of teachers. The two indeed must go hand in hand; and under existing circumstances, our Journal is in design, and ought to be to a considerable extent, adapted to the educational wants of the family. If, therefore, any of our readers find a less number of learned and elaborate articles in our pages than many other similar publications contain, they will please remember, that while it would be easy—at least by selection—to fill them with papers of a more erudite and scholastic character, we doubt the expediency of so doing. Those Teachers at least, who do not subscribe for the Journal will admit that the families into which it goes have a claim as well as themselves.

## CHANCELLOR BARNARD AND HIS SUCCESSOR.

This subject seems to agitate newspaperdom somewhat, and we give some extracts from the discussion of the matter during the past month, led off by the Columbus *Journal* and the Milwaukee *Free Democrat*. The whole difficulty is easily explicable. In that spirit of inflation which generally attends our educational movements, we style what as yet amounts to only a more advanced sort of High School, "the University." We do not mean by this that it is not equal to other new western colleges, but that its name is a misnomer. A University is the growth of time, and the product of a mature state of society, but something a new State twelve years old does not need, and in the nature of things cannot have, though it should be looking and preparing for it in the future. Dr. BARNARD, not familiar with western life, and not realizing the difference between an old state and a new one, might easily have fallen into the mistake of supposing that there was a work for him to perform as the Chancellor of at least a nascent University. But he did not of course suppose that he was called to hear boys recite their lessons.

As to his other field of labor, the supervision of the Normal Department of our system of Public Instruction, he began, and so long as he remained in the State, carried out a highly beneficial plan of improvement in this respect, and the complaint of the *Free Democrat* about his not personally conducting Teachers' Institutes, is as little to the purpose as that in regard to his not attending recitations. Prof. Butler by the way has not conducted any of the Institutes, though he has several times lectured in his brilliant manner, before public audiences

gathered in connection with the Institutes. So much then for the charges and loose statements, of the Milwaukee sheet, which has the honor, we believe of leading off in this crusade against Dr. Barnard.

The Racine *Advocate*, while speaking very sensibly, though a little sarcastically, about our "State University," sufficiently answers the allegations of the Madisonian *Democrat;* but we are sorry it indulge in the statement that "Dr. Barnard has done nothing to advance educational interests in this State."

The suggestions of the *Advocate* in regard to the future are worthy of consideration. Mr. McMynn has doubtless the energy and capacity for an efficient head of our embryo University, and there is an obvious propriety in taking a man for the post who has been so long and so favorably known, in connection with our Public Schools—of which the University should be regarded as the Highest Department, Mr. McMynn, who formerly taught in that city, is also warmly endorsed, as will be seen, by the Kenosha *Telegraph*; which sheet however, cannot forego a fling at the "Old Fogies of the East." Such expressions seem to us neither in good taste, nor calculated to help the cause of education:

RESIGNED.—We regret to learn that Chancellor Barnard, of the State University at Madison, and through whose exertions, chiefly, the system of Teachers' Institutes has been rendered so successful in this State, has in consequence of ill health, resigned his position. His successor is not yet chosen.—*Columbus Journal.*

We think it is high time this adulation of a man who has rendered this State next to no service at all,—who has not spent forty-eight hours at work with the faculty—who has not attended three recitations in the University,—who has not held any Institutes in the State—should be discontinued. Mr. Barnard has the ability to render the State excellent service, but we are informed that for some cause, since his appointment as Chancellor, he has declined all the labors of the position, yet accepted his salary in regular installments.

The Teachers' Institutes have been successfully managed by Profs. Allen and Butler of Madison, to whom all credit rightfully belongs.—*Free Democrat.*

The Madison *Argus & Democrat* endorses the *Free Democrat's* flings at Chancellor Barnard, and pronounces him a "humbug." It is ever thus in this world, the *successful* man is crowned a demi-god, while he who fails, (no matter whether the fault be his own or attached to others) is hunted down to hades with all the malignity and hatred with which a school of sharks turn upon and devour a wounded companion.

The editors of the *Argus & Democrat* know the circumstances under which Mr. Barnard accepted the Chancellorship of the University; they know how desirous he was (in consequence of sickness) to relinquish the position even before he had entered upon the duties of his office; and that his own better judgment was finally overruled by the urgent appeals of the friends of the University. They represented to him, and we doubt not, honestly believed it, that there was a great field of usefulness opening up in this State; and only needed his MIND to lay out the work, and there would be found plenty of willing

hands ready to do the work. Mr. Barnard made the effort, and a complete failure was the result. But we are much more inclined to regard him as the *victim* of a "humbug" than the veritable animal itself.

Men do not spring into existence (at least in these latter days) armed for the battle of life, with all the powers of mature manhood; neither do communities nor Universities. The people of Wisconsin have provided the starting point for an educational institution worthy of a State name, and have provided the pecuniary resources necessary for its support. Like the good husbandman they have prepared the ground and the seed, but other elements must be introduced before the harvest can be gathered.

[One very important error in the language of the Racine *Advocate* should here be corrected: The people of Wisconsin did *not* "provide the pecuniary resources necessary for the support of the University;" they are the result of a grant of lands, by act of Congress, 1841. The people have never been taxed a cent for sustaining the University, and had the fund been properly managed, it would have been ample for all the needs of the Institution, whereas it is now cramped by debt.]

Every one familiar with the early history of the best Colleges and Universities in the country will readily comprehend the difficulties they had to encounter before achieving the honors which now cluster around them. Wisconsin is a great State, and the "Badgers" are fast people; but after all they are but human, and subject to Time's immutable laws. If the Wisconsin State University should be so fortunate as to always have good officers, we see no reason why it should not, in the course of fifty or a hundred years become an institution worthy of being mentioned out of sight of the "four lake city." In the mean time let us do what we can to make the Institution *useful* to the present generation.—*Racine Advocate, Jan. 30th.*

CHANCELLOR BARNARD'S SUCCESSOR.—Our "State University," thus far in its history, has been exceedingly unfortunate, and has presented another illustration of the impotency of money where there was no commanding mind to use the power provided. The location of the University at Madison, has always seemed to us a great mistake, but it cannot be changed now, and the people of Wisconsin must make the most they can out of the institution where it is.

When Hon. Henry Barnard accepted the Chancellorship of the University, the friends of education in this State raised a glad shout over the accession of so much talent and executive ability; but their expectations budded, blossomed and *blasted.* Mr. Barnard (owing to ill health and other causes) has done nothing to advance educational interests in this State, and has now resigned his position.

The Regents are casting about for "the man" who is competent to bring order out of chaos, and make our "State University," in reality what it is name —the head of the Educational interests of Wisconsin. It is reported that the Regents think of inviting President Tappan, of Michigan to the place vacated by Mr. Barnard, why, we cannot tell.

It is time the fact that the Chancellorship of the "Wisconsin State University" is not, and will not be for many years to come a *sinecure*, was published far and wide. The man who accepts that position will have to encounter years of hard labor and few honors, or (like his predecessors) an ignominious failure. We know of but one man possessing *all* the requisite qualifications for that position —natural abilities, education, systematic ideas, together with perseverance and bodily health, to carry them out—that man is John G. McMynn. It is with reluctance, we confess, that we now call the attention of the people to his eminent fitness for that position; for we cannot keep out of mind the loss our city would sustain by his removal. Whether he would accept the position or not, we cannot say, as we never exchanged a word with him on the subject.—But if the University is ever to take its place at the head of our educational interests, it must be placed in the hands of some practical man, who has shown by his works that he is "the man" for the place.—*Racine Advocate, Feb. 6th.*

A GOOD SUGGESTION.—The Racine *Advocate* suggests the name of J. G. McMynn, Esq., of that city, for Chancellor of our State University. We second that suggestion. Mr. McMynn, is every way qualified for that post and from his long residence in the State and his experience in teaching, and from his practical knowledge of the wants, workings and capacities of the Western mind, would make a more efficient Chancellor than any importation that could be made from "away down East." The fact is, we are too dependant upon the old Fogies of the East, for our educational officers. We have just as good and far more practical talent, for Chancellors, Professors, Geologists, &c., here at home, than we can get down East, if we would only make use of it.—*Kenosha Tribune & Telegraph.*

## OUR LAST NUMBER

Requires a remark or two; first, the blue tinge of a part of the paper. This was owing to the severity of the weather. We do not mean that it actually affected the paper, as it sometimes does citizens faces, but it prevented the arrival of paper that had been ordered, and the printer was obliged to use the blue for one 'form.' On the other hand, we must boast a little of giving our readers last month, eight pages of reading matter more than usual. We should be glad to make this addition permanent, but the additional expense of this, on so large an edition as we publish, (upwards of 5,000 copies,) and the low price paid for the State subscription, would make it very difficult for the *Journal* to live. With generous private subscription however, we could and would make the enlargement permanent. What say you teachers and parents and friends, will you help to improve the *Journral* in this way? The last number may be taken as an earnest that we will give you back all that you will contribute by enlarging the private subscription.

## THE PRESENT NUMBER,

Our readers will please take notice, is made up entirely of original matter—that is to say, matter of Wisconsin production. The contributions which we receive are generally from unpretending teachers, who however take interest

enough in the *Journal* to write something for it occasionally. If our more learned Professors and more conspicuous teachers feel moved to write more erudate and elaborate articles, the pages of the *Journal* are always open. It is the fate of editors as well as teachers to be pretty freely criticized. And that part of the criticism which they have the benefit of, is usually so various and contradictory, that they are only impressed with the wisdom of the old fable which illustrates the folly of trying to please everybody. We are thankful for any commendation, or encouragement, and equally so for having any defects or errors pointed out. We have had the pleasure of hearing the last number of the *Journal* pronounced the best ever issued; while we have also heard adverse opinions expressed, and fault found with the insertion of certain articles. It should be remembered that the *Journal* is ostensibly the organ of the teachers of the State; was originally established by them, and is of course a medium for their communication of views and experience to each other. To the editor is confided the work of selecting from the communications sent to him, such as he judges it expedient to publish. But the difficulty has been usually, that so few articles are written for the *Journal*, as to leave no opportunity for choice. We have been obliged to insert such as have been furnished, or none at all. There are enough competent persons, it is to be presumed, in the State, who ought to take an interest in the *Journal*, to fill it every month with articles that would be a credit to our educational and literary reputation. We again, therefore, invite,—and not only invite, but earnestly call upon—our leading teachers of all grades, and all other persons who feel an interest in the work of education, and who are competent to aid the work in that way, to give the readers of the *Journal*, the benefit of their pens.

## COUNTY SUPERINTENDENCY.

A Bill is before the Legislature to give us this much needed feature of improvement in our school system. We would much prefer to see the appointment of these officers given to the State Superintendent, rather than have it thrown into the general political scramble. We fear, also, that the best results of the office will fail to be realized in many instances, if the salary is made so low as not to secure the whole time and attention of a thoroughly competent man. But if what the bill proposes is the best we can get, we must be content with that. The same bill provides for the carrying out of the suspended town library system.

School Apparatus.—A great share of school houses are wofully deficient in apparatus. If a man were sent upon a farm, or into a shop, to work, with as little of the needful helps to his business, as teachers find, not much would be accomplished. Many school-houses have not even a black-board, or one so small as to be of little use. Districts will do well to get a catalogue of the apparatus advertised by Mr. Sherwood, on the cover of this number. The ink-wells save a world of annoyance, as well as ugly stains; and the Primary School Tablets should be in every school where there are little children, which is the case especially in all the summer schools in the country districts.

UNION GROVE, RACINE CO.—The meetings of the Common School Association at this place still continue with no diminution of interest. It now consists of fifty-five members, eleven of whom are, or have been teachers, and the remainder are the larger scholars from five of the schools represented.

Mr. McMynn's lecture on the afternoon of the 2d of February, was listened to by a crowded house with great pleasure and profit. His remarks were directed principally to the patrons of schools, whom he endeavored to rouse to a sense of the importance of education, and of providing the best methods of procuring the same for their children, and with what success may be inferred from the fact that one of our first farmers was heard to remark, that "*he was now willing to be taxed $50 to build a new school house.*"

On Friday evening next, at 7 o'clock, Mr. T. J. Conatty, of Kenosha High School, will also address the association and our citizens, on this important subject of education.—*Correspondence of the Racine Advocate.*

COLUMBUS.—The *Journal* says of their schools:

"The untiring efforts of our School Board for the past year to raise the standard of our Public Schools to a level with the best schools in the State, are now being crowned with a success that cannot fail to rejoice the hearts of those who feel an interest in the education of the youth of our village. The buildings, erected at a cost of about $7,000, are large commodious, and well supplied with the necessary apparatus to render the exercises interesting. We most heartily congratulate those who have children to send to school, on the advantages now offered in this place, for becoming thoroughly instructed in all the branches that may be required. We have an excellent corps of teachers, and between three and four hundred children are in daily attendance, and everything moves on harmoniously and prosperously."

A VOICE FROM SAUK CO.—We are glad to receive the following:

HARRISBURG, SAUK CO, Feb. 11, 1861.

A teachers' meeting was held at the school-house, in this place, on Saturday the 2d of February. A large number of teachers from the southern part of the county were present, and the meeting was a pleasant and useful one. Addresses were made by several teachers, and the meeting passed off with the utmost harmony. The meeting adjourned to meet at Spring Green, Sauk Co, on the 23d of February. JAS. L. HIGH, Secretary.

LANCASTER INSTITUTE.—We are informed that Mr. Page's efforts to establish a good school are being amply rewarded—that the Institute is more prosperous than ever before.

The closing exercises of the present term will take place Tuesday and Wednesday evening, March 5th and 6th. Tuesday evening, at 6 o'clock, an address, by Rev. Hector Maiben, of Hazel Green; Wednesday, examination of classes; Wednesday evening, rhetorical and musical exercises.—*Grant Co. Witness.*

GALESVILLE UNIVERSITY.—The Transcript states that the number of pupils in this institution is now 69. From the Report to the Board of Normal Regents, it appears to have property worth upwards of $50,000.

REFORM SCHOOL.—Some 40 inmates are now in the State Reform School, at this place. Milwaukee, alone, contributes 30. The foreign and native born are very nearly balanced in number. The institution is in a flourishing condition, and bids fair to realize the expectations of its most sanguine friends.—*Waukesha Freeman.*

REPORTS OF SCHOOL DEPARTMENTS.—We have been favored recently with the Annual Reports for 1860, from the School Departments of Maine, Pennsylvania, Ohio, Illinois, and Upper Canada,—all of which present features of an uncommon interest. At another time, we hope to draw some facts and comparisons from them that may be useful.

THE PRIZES.—Up to the time of going to press, we have recived no intimatio that any competition will be entered upon for the prizes offered for the best spelling, and the best essay on the uses of a Dictionary in the school-room. If essays are received before the time is out, we will make the result known in the next number.

THE MAINE TEACHER.—We have received the January number of this monthly, and are glad to place it upon our exchange list. The editorial care of it was assumed by the State Supt., we learn, to prevent its decease. Educational Journals have to pass through many phases of fortune before they can make their way. The 'Teacher' must prove a valuable aid to the good work.

R SPEER'S LECTURE.—We are glad to transfer to our pages a lecture from Rev. W. Speer, City Supt. of Schools in Hudson, in this State, both for the sake of its wise counsels, and as coming from one of our School officers.

## INSTITUTE APPOINTMENTS—1861.

In answer to applications received, Institutes have been appointed at the following places, and times:

| | |
|---|---|
| Oconomowoc, Waukesha county, | March 18. |
| Viroqua, Bad Ax county, | March 26. |
| Mazomanie, Dane county, | April 1. |
| Prairie du Chien, Crawford county, | April 8. |
| Sheboygan, Sheboygan, county, | April 22. |
| Weyauwega, Waupaca county, | May 6. |
| Hudson, St. Croix county, | May 20. |

Applications are in from several other points, but the time of the the sessions has not yet been fixed upon. The sessions will continue as usual until Friday evening.

Applications should be made by those desiring Institutes, as early as possible.

arch 1st. CHAS. H. ALLEN.

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THE

# Wisconsin Journal of Education.

VOL. V. APRIL, 1861. NO. 10.

## PHONOTOPY AND PHONOGRAPHY.

(SECOND ARTICLE.)

We proposed in a former article, to notice the advantages and disadvantages of adopting a phonographic alphabet. Abstractly there can be no disadvantages in using such an alphabet, unless it should be said that it is objectionable to render it easy and delightful for every child to learn to read and spell; (an argument by the way, really and seriously urged by the conductor of an Educational Journal,—now a State Superintendent!) Not being able to frame any argument in reply to this, we will not join issue here, but will proceed to consider the incidental difficulties supposed to attend the change from the present alphabet to a new one, and the objections which are consequently urged against it:—

1. The dislike which people have to exchange an old and well-tried method of doing any thing for a new one. This instinct against innovotion is a good thing, so far as it regards useless and whimsical changes, but not when it assumes the phase of the Dutchman's argument, with his corn in one end of the bag, and a stone in the other.

2. The Savans have not declared in favor of this change,—have in fact spoken against it. This may in part be true; but if so, it proves nothing. The Savans condemned Harvey's doctrine of the circulation of the blood, and Jenner's preventive of the small-pox; they ridiculed Evans with his steam-carriage, and Fitch and Fulton with their steam-boats.—An eminent and learned President of a college showed that it was physically impossible for a steam locomotive to run, as was proposed, twenty

miles an hour on an iron track. But the steam-carriages and steamboats succeeded, and the Savans were converted. The locomotive passes the learned college doctor's door every day, and often at twice the speed which he showed to be impossible. And so a new alphabet may succeed, although great doctors shake their heads. If we are not mistaken, however, several eminent educators approve the change, as President Andrews, of Kenyon, and President Hill, of Antioch College.

3. It would render useless all the books printed in the present alphabet, and thus entail great loss upon the community and upon publishers and authors. This we believe to be a mistake. We know that any intelligent person who reads readily, as words are now printed, finds no difficulty in reading in the new alphabet. Vice versa, there is even less difficulty, it is said by those who know, in deciphering the old alphabetical forms of words, after one has learned the new, for the obvions reason that after learning a philosophical alphabet, in a rational way, a person will be the better prepared, whether old or young, to comprehend an imperfect one. The result would be then simply, that while a future generation would readily read our books, they would wonder at our patience with so imperfect a method of writing the language.

4. It would obscure the etymology of our language, to clothe it in new forms, and thus tend to corruptions in its use. To this it may be replied, that the mass of even tolerably well educated persons, do not stop to consider the etymology of words when they use them; and as for scholars, it is evident that if our own and other languages were written phonetically, the study of Etymology would be very much facilitated, instead of hindered. It is upon *phonetic* and not *alphabetical* similarities or dissimilaritics, that the comparative philologist bases his deductions.

5. The next objection that occurs to us is the alleged impracticability of spelling those words phonetically, which, though pronounced alike, have different meanings,—as *dew* and *due*,—*sew* and *sow*. This class of words however, is so small, that it might be allowable to add some conventional mark of distinction, if necessary. But it would seldom or never happen that any mistake could be made as to the meaning of such words, though spelled exactly alike. The meaning of a word, whether spoken or written, may be determined by the sense.

6. To change the written forms of words, would be doing great violence to our tastes, associations, and feelings. This is true; but if a valid objection, would bar all improvements. It would be unpleasant, for instance, to pull down an old house where a family had long lived, and exchange its cramped inconvenient and uncomforable rooms for much

better ones. Still we generally get reconciled to the change. The present generation, who have already learned to read, are not obliged to read the new fangled alphabet, if adopted; but by causing their children to learn it, they will put them in the way of a great good. We pass therefore to consider the advantages of perfecting the alphabet of our language.

1. It would greatly facilitate the acquisition of the ability to read and spell readily. It requires about a third of the time to do this, by the use of the phonetic alphabet, that it does by the present method. This has been abundantly proved by experiment. The weary and irksome plodding of the mass of children through the mysteries and absurdities of our present barbarous spelling of words, would be changed into an easy and delightful task.

2. In this connection it should be noted, that if books were phonetically printed, the pronunciation of our language would be acquired with far more accuracy and uniformity than can ever be the case without it.—At present nothing is more common than errors and varieties in this respect, arising from the imperfect manner in which the pronunciation of words is indicated, by their written forms. All our dictionaries confess the imperfection of the alphabet in this respect, by attempting to supply the defect through some system of vowel notation, and substituted spelling; and if the great Dictionaries of Webster and Worcester, which have already done so much for our language, would indicate the true or most approved pronunciation of every word, by giving it a second spelling, in a phonetic alphabet, they would add immensely to their practical utility.

3. The number of fluent and habitual readers would be greatly increased, if books, etc., were printed Phonetically. As it is, only a portion of those who learn to read, turn it to much account,—simply because they have never got over the sense of irksomness attending it. With a phonectic alphabet, a much larger number of persons would become familiar with more or less of the written world of thought.

4. This would be attended with a corresponding mental and moral elevation of the mass of the people. As a rule, the most illiterate are the most gross in tastes and habits, and the most inclined to be vicious.

5. Words spelled phonetically occupy, we judge, only about four-fifths the space that is required in the other method; hence, aside from binding, the cost of a book would be diminished one fifth; or, larger type could be used, for any book or paper, much to the relief of weak eyes, and still the same amount of matter furnished.

6. As books would be read more readily, and therefore in greater demand, authors, printers, publishers, and all others interested in literary pursuits, would be benefited and not injured by the change.

7. The time saved from the present school-drudgery of learning to read and spell, would be equal to two or three years added to the school life of the child, and to an indefinite amount added to his mental vigor and enjoyment. A few indeed, will at all hazards burst through the present thorny hedge that encloses all written knowledge; but the hedge once removed, and thousands would expatiate in mental freedom and progress who now are fettered, or entirely excluded. In connection with more competent teachers, this great *time* as well as labor-saving improvement would render it feasible to impart to every child, before it leaves school, at least twice as much learning as is now acquired on the average,—and what is better, the child would be far less likely than he now is, to leave school intellectually dwarfed, and disgusted with books.

But we will not pursue the subject further at this time. The objections to the adoption of a rational and perfect alphabet, have long seemed to us only those that attend every great step in human progress, and far less in reality than in appearance; while the benefits to future generations seem to us immense. Since the invention of printing, no improvement in the instrumentalities of literary culture, for the community at large, bears any comparison to this. But printing as it now is, with all its glorious triumphs, though it launches nearly all minds upon the great ocean of written thought, leaves the majority of readers to creep around its shores, while printing as it should be, would gently and delightfully waft all but the hopelessly dull and stupid, out upon the bosom of the ocean, to see its glories and gather its treasures, at their will.

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## NORMAL SCHOOLS.

### A PRACTICABLE SUBSTITUTE FOR THE PRESEFT PLAN.

By practicable, is meant one that can be established and successfully operated with economy. I am aware that the public mind, as represented in the Legislature, demands economy in the public expenditures, especially in school affairs. So that if it were desirable to erect normal schools upon new and independent foundations, thus requiring in their establishment and conduct, an original outlay and annual expenditure of many thousand dollars, it would not be possible to obtain the necessary appropriation. And I believe that for us there is a better way. We have in different parts of the State, institutions already in operation and more or less liberally endowed. They have been doing something in years past, in the systematic education of teachers. The want only a moderate addition to their means to do it thoroughly and well. On the one

hand I hold that the State has a claim upon these institutions to perform such service as the public most requires. On the other hand, the Trustees of these schools,—in sufficient number and suitably located,—can doubtless be induced by the offer of proper assistance from the State, to put them on an exact and definite basis, as normal schools; to abandon wholly their miscellaneous character, and adopt such a system of education as has been found best suited to the practical training and mental discipline of teachers. The buildings, the apparatus, the income of funds, shall all be at the service and under the control of the normal school authorities, for a period of years and on reasonable conditions.—The selection of the schools for this service, not less than two nor more five in number, shall be made by a properly constituted commission, who shall have regard to location, amount of aid which the several institutions can furnish for the support of the schools, and the fairly ascertained public sentiment and public necessity. If the citizens of any suitable place where there is no institution at present, can offer more liberal inducements than the Trustees of such institutions can do, let such offers be considered with the rest.

The course of study in these schools shall occupy at least two years; such qualifications for admission being required, that the subsequent progress of the classes should not be impeded by too long delay among the mere elements. This course, moreover, should be so arranged as to admit of the more prominent attention being given in the fall and spring sessions, to those studies which are more immediately required in the instruction of common schools; it being quite evident that a large portion of the normal school pupils, at first, would be practical teachers who must be engaged in their vocation during the winter or summer months. These classes should be under the direct training of a professor of public school instruction, whose experience in practical teaching and school management, and whose familiarity with the best methods of instruction, old and new, should be such as to command the utmost confidence of pupils and the community. He should be aided by scientific and classical teachers in their several departments. A normal school to meet the wants of the present day, cannot be confined, in its course of study, to the elementary branches pursued in the common district schools. Most of the young men and women who become teachers, wish for opportunities to make larger acquirements, and would attend the normal school, only on the condition of its furnishing the opportunity of a liberal course. And candidates for the teacher's office who might be satisfied with the smallest qualifications, need the stimulus of better models and contact with pupils of higher attainments, to incite them to a more elevated standard of professional excellence.

In the earlier establishments for normal training, where the course of study was confined to the more common English branches, it was found that students, while they became very familiar with the important elementary principles of knowledge, often failed to acquire the intellectual expansion, range and grasp, which more extensive acquirements and more thorough discipline would have imparted. Hence the charge, not always unfounded, that such teachers, although limited in their ideas and attainments, were unduly exalted in the estimate of their own superiority.—This difficulty has been felt in other States, and their normal instruction extended and liberalized accordingly. Profiting by their experience, we would include in our own system, when fully established, the features which they have found essential to their highest success ; always bearing in mind that our own circumstances should modify our system to meet our own peculiar wants.

Connected with each normal school should be a model school, if practicable, where normal students should witness the best methods of instruction and discipline in actual operation, and in which members of the higher classes might have opportunity to test their skill in teaching.

Those who should complete the course of instruction in either grade of studies, should receive a corresponding diploma, certifying their attainments, and entitling them to teach in the public schools of higher or lower grade, according to those attainments, without further examination.

This of course is but an outline, which would need modifying and filling up, before it should go into operation. On some such general plan as this, I am confident that we may establish a system of normal schools which would meet our wants, and satisfy the reasonable demands of the public. Our present plan has not enough of character and efficiency to command public confidence and unhesitating support, as a system adequate to the demands of future progress. On the other hand, should we establish but one school for the whole State, however excellent and efficient in itself, it would but very poorly accommodate our widely extended population. It would be practically beyond the reach of hundreds of our young teachers who would desire to avail themselves of its advantages.

With the means which the selected institutions would furnish, or which the citizens of any competing town would offer, together with the moderate tuition fees which the students would pay, I estimate that the annual appropriation of one thousand dollars each, to the several schools, would enable them to give a thorough course of systematic normal training —

A larger amount, without doubt, would increase their efficiency. In this plan, as intimated above, it is not proposed that instruction shall be wholly gratuitous. However desirable this plan might be, I am satisfied that our young men and women of energy and enterprise, ambitious to excel in their enterprise, ambitious to excel in their chosen calling, will not hesitate to pay a reasonable charge for tuition, if the State will but open the way to a system of instruction such as they require, and such as they cannot new receive within the State.

I am well aware that many earnest and intelligent friends of education prefer the plan of one large normal establishment, located near the centre of the State, as more likely to exert a commanding and controlling influence in our educational affairs. This would be a very admirable arrangement, could we retain the county schools as preparatory to the central, and secure for the latter the character and position of a normal university, ample to meet the largest exigencies of the future. But this must be a matter for investigation hereafter.

In the present circumstances, I recommend that the system adopted by the last Legislature, modified in certain points to render it more efficient, be continued in operation during the next season, to meet as it may the present want, and to give the selected institutions the benefits to which they are entitled for another year; with the understanding that a more liberal and efficient system, on some such basis as has been suggested, shall be matured and proposed for a future adoption. The friends of education, in the meantime, by a careful comparison of views among themselves, and by diligent inquiry into the operation of the various systems adopted by other States, will be prepared to act in concert, and to sustain the system which their maturest wisdom shall adopt.

I ask for this whole subject the candid consideration of our legislators at their approaching session, confident that the people will not only sustain them in any reasonable expenditure for this object, but that great disappointment will be felt, if some suitable progress is not made in this direction.—*Hon. E. P. Weston, State Supt. of Maine.*

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Present and Future.—The affections and the will know nothing of a future; the mind—the judgment—calls it up, and gives it the force and life of the present. The mind alone is free, self-acting, and directed toward the unknown—the heart is bound to what is before it.—*The Gem.*

## HINTS ON EDUCATION.

I call that education which embraces the culture of the whole man, with all his faculties—subjecting his senses, his understanding, and his passions, to reason, and to the evangelical laws of the Christion Revelation.—*Fellenberg.*

Certainly custom is most perfect, when it beginneth in young years; *this we call education,* which is in effect but an early custom. So we see that late learners cannot so well take the ply, except it be in some minds that have not suffered themselves to fix, but they kept their minds open, and prepared to receive continued amendment, which is exceeding rare.—*Lord Bacon.*

——nature crescent does not grow alone
In thews and bulk; but as this temple waxes,
The inward service of the mind and soul
Grows wide withal.—*Shakspeare.*

I think I may say, that of all the men we meet with, nine parts out of the ten, are what they are, good or evil, useful or not, by their education. It is this which makes the great difference in mankind, and in their manners and abilities.—*Locke, on Education.*

In a practical work, which aimed at convincing men that much greater care ought to be taken in the education of youth, this (the foregoing opinion) was an error on the right side. It is not likely that the bulk of mankind will, in practice, ever exaggerate the efficacy of care and culture. But among theorists and philanthropists, the error is fraught with bad consequences. It leads them to undervalue the experience of the past and to expect too much from new plans of training and instruction, and to vary those plans too frequently.—*Bishop Potter.*

All education is from the nature of mind practical, and the more profound, the more practiced. The study that imparts strength, is as useful as that which gives skill to the intellect.—*Anon.*

That is a complete and generous education which fits a man to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and war.—*Milton.*

It is evident that such an education, (as that described by Milton,) can be enjoyed by few, and that though enjoyed by all, it would bestow, on but a limited number, the lofty capacities indicated by the great poet.—A vast proportion of the walks of human life are humble and sheltered. Let us be grateful, however, that while in such walks we escape the fiery trials which await those who tread the high places of earth, they

still afford safe and opportunity for the exercise of the most manly and generous qualities. He may be great, both intellectually and morally, who has filled no distinguished office either of peace or war. Let it rather be out object, then in rearing the young, to form a *perfect character*—to build up a spirit of which all must say :

> "His life was gentle, and the elements
> So mixed in him, that Nature might stand up,
> And say to all world, *This was a man.*"

Do we ask, then, *what is education,* or what, in the language of Milton, is "a virtuous and noble education ?" The answer of ready. It is, whatever tends to train up to a healthy and graceful activity, our mental and bodily powers, our affections, manners, and habits. It is the business, of course, of all our lives ; or, more properly, of the whole duration of our being. But since impressions made early are the deepest and most lasting, *that* is, above all, education, which tends in childhood and youth to form a manly, upright and generous character, and thus lay the foundation for a course of liberal and virtuous self culture. —*The School and Schoolmaster.*

The education required for the people, is that which will give them the full command of every faculty, both of mind and body ; which will call into play their powers of observation and reflection ; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion ; that which, in a *moral* sense, will give them objects of pursuit and habits of conduct, favourable to their own happinness, and to that of the community of which they will form a part ; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality ; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest ; that which in the physical sciences—especially those of Chemistry and Mechanics—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demigods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen to give, and of a great nation to receive ; and the time is near at hand when the attainment of an object thus comprehensive in its character, and leading to results, the practical benefits of which it is almost impossible for even the imagination to exaggerate, will not be considered a Utopian dream.—*Westminster Review.*

That which makes a good government, must keep it so, viz., men of wisdom and virtue, propagated by a virtuous education of youth.—*Penn.*

Vice we can learn ourselves, but virtue and wisdom require a tutor.—*Seneca.*

## THE SECURITY OF OUR CIVILIZATION.

Extracts from an address by Rev. J. T. Lewis, LL. D., Superintendent of Schools, Brockville, Upper Canada.

Where now in the scale of nations is that land to which we owe our Geometry, and Algebra, and Arithmetic? Hindoos and Arabs bequeathed these triumphs of genius to us, and yet they are fallen as a people, they are degraded as nations. What is now the social and political position of Greece and Rome; nations which once dictated to the world, and are so associated in the student's mind with the arts of war and peace, that it is difficult to believe in their present poverty of mind and imagination—

> "Eternal summer gilds them yet,
> But all except their sun has set."

But why mention other examples of civilization corrupted, knowledge perverted and glories departed? The splendour of the Italian Republics is gone. Nothing remains in memory of the departed glory of the empires of the past, save their venerable ruins and incomparable public works, which even now bewilder by their vastness. And does analogy (it is the point which concerns us more immediately) justify us in dreading a like decay of Anglo-Saxon knowledge and power? No!—There are certain safeguards, if we but employ them, which render the destruction of our civilization improbable, nay impossible. The bulwarks against that worst of barbarisms, corrupted civilization, are the diffusion of useful knowledge and our Christianity.

### SECURITY AGAINST THE LOSS OF OUR DISCOVERIES.

It is almost certain that there is scarcely an invention in Art or Science of modern times which was not known in theory to some of the Philosophic ancients. Among recent discoveries we may single out the Stereoscope as an illustration of an invention singularly beautiful and creditable to the eye, and yet the principle of the instrument was known 1,500 years ago. But with the inventor perished the invention. The manuscript that contained the treasure was neither understood nor valued, and thus acquisitions to human knowledge were lost. In the present day, the diffusion of every Scientific and Literary achievement, through the aid of printing, render such a disaster almost impossible, and thus perpetuity is guaranteed to our discoveries. Hence it is that we should hail with joy the advent of every means by which learning is disseminated and the masses enlightened. Hence it is that we should rejoice in the attainment of every new motive to literary and scientific distinction. Therefore it is that the true philanthropist hears with satisfaction of every new school of science, and of every additional university, of every well regulated mechanics' institute. He knows full

well that knowledge imparted does not diminish the store of the teacher, and he sees in every new improvement in the education of a people the surest means of retaining to the human family the blessings of past experience.

CHRISTIANITY THE GREAT CONSERVATOR OF KNOWLEDGE AND VIRTUE.

I have spoken of one of the securities possessed by the present age against the sudden decay of our knowledge. Let me now allude to another, to one which can save our literature from corruption and consequent decay, which can foster and promote science while it preserves it from perversion, which can direct our research to what is good and divert it from what is evil, a bulwark against the abuse of learning and the aversion to it which is sure to follow—I mean the Christian religion. In the present age, we have no reason to dread that our arts and sciences will ever degenerate into superstitious or senseless theorizing. Astronomy in our hands will never again become Astrology. We may safely affirm that Chemistry will never more resolve itself into Alchemy and Magic, but we have other more substantial dangers; we may dread lest our Philosophy may outstrip our virtue. We should scorn the fallacy that there is no difference between denouncing the evil of knowledge and the knowledge of evil; it is the latter only that the Christian Philosopher may deprecate; he knows that it is not unusual to transform blessings into curses, or to use the instruments of our civilization as weapons against ourselves. The same railway which, by facilitating the intercommunion of nations, promotes knowledge and obliterates prejudices may, and often does, become an engine of wide-spread disaster.—The same Press which can delight the reader with details of what otherwise he might never have heard, which can carry him in imagination into the universal world, which can please while it instructs, and prove a friend to the solitary and a guide to all; the same engine for incalculable good may poison the mind with pestilential productions; it may, and does cater to the diseased appetite of a corrupt nature; it may disseminate falsehood as well as truth; it may print the Bible to-day; it may pollute the innocent mind to-morrow. Alcohol, so necessary to many arts—who can recount the horrors of its abuse? Unless the corrective influence of Christianity accompany the prodigious force of modern invention; unless the spirit of benevolence (and who can possess it so disinterestedly as the Christian) keeps pace with our mechanical progress unmixed evil may result; and the reason is obvious, for knowledge is evil when undirected by benevolence; knowledge, to prove beneficial, must progress beneath the sheltering wings of Christianity, and then we need not dread that abuse of the gifts of Providence which has ever led to woful re-action.—*Upper Canada Journal of Education.*

## SCHOOL MANAGEMENT.

By School Management we mean much more than is expressed by school government. The former includes the latter. If a school is properly managed, it is of course, well governed. But strict government may sometimes be found in connection with bad management.

It is the object of school management to gain such an influence in the district and such authority in the school-room, as will prevent the necessity of discipline, and secure the improvement of the scholars. The teacher who has managed judiciously from the time he formed his first acquaintance with parent or pupil, until he is firmly established in his school, has gained a position of commanding influence, and can now control his pupils and secure all the benefits of a well regulated school, seemingly without effort. But that teacher who relies solely upon his power *to govern*, is driven to the necessity of governing, and discipline, not instruction, becomes his chief employment. This results in evil, even though he governs well: for his time is needed for more important purposes.

If we visit the school-rooms of these two teachers, we shall find an almost perfect contrast in the scenes there presented, but may be puzzled to know the cause.

The master who is conscious that he has the love and confidence of his pupils and the power to control them, is at ease in the presence of his school. He seems to make no effort, yet there is no want of energy.—His repose is totally unlike indolence; his ease of manner has no shuffling or lounging in it; his dignity is at the farthest possible remove from carlessness and indifference. There is manifest all the vitality and vigor of inward determination. This teacher talks but little, yet when he does speak, is always understood and instantly obeyed. When he arrives, order begins. Whe he addresses an individual or a class, or raps upon the desk with his pencil, attention is given and quiet restored. In a word, by his presence merely, the three-fold office of school-keeping is achieved, without friction or failure. Authority is secured, mental activity stimulated, and knowledge acquired. The teacher has gained his easy and controlling position by skillful *management*.

We will now enter the school-room of the other. Some writer has described *this* master as "the incarnation of painful and laborious striving; a conscious perturbation; a principal paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly." He has good intentions, and evidently tries hard to control his school. He talks much and loudly, and threatens and even executes severe penalties, but all his efforts only illustrate his personal impotency and despair. "His expostulations roll over the boys' concciences like obliquely shot bullets over the

ice." What a contrast! But, what is the difference? This teacher seems to have the requisite qualifications as to talent and learning. It may be so, but it is evident that he has taken no pains to gain the esteem and confidence of his pupils; he has made no distinction between school government and school management. Hence his failure.—*From School Life Experience, by Orcutt.*

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## THE QUALIFICATIONS OF A GOOD TEACHER.

"Man is an imitative animal. This quality is the gem of all education in him. From his cradle to his grave, he is learning to do as others do."—THOMAS JEFFERSON.

To the sentiment in the above extract from the writings of Mr. Jefferson, I wish to call the attention of School District Officers, and of others, whose duty it is to provide public schools with teachers, or the young with instructions. If it is true—and no one will deny it—that man is an imitative animal, instinctively inclined to do as others do, how important that those examples which children are most likely to follow, should be worthy patterns. No person, however talented or worthy, should be employed as an instructor of the young, whose eccentricities, rude or affected manner, foppish or slovenly habits, petulant or hasty temper, or vicious indulgences, a parent would be unwilling his children should imitate. Every teacher should be a kind, amiable, self possessed person, of good habits, of correct, affable, yet not formal nor affected manners, cleanly in dress and person, and free from all the lesser vices. Too little, altogether too little consideration is given to these important qualities, which should belong to every teacher. It should be remembered that while a teacher is instructing a child to read, to write, to cypher, he may, at the same time, learn him traits of character, or habits of deportment which will injuriously affect him through his whole subsequent life; for these little things, if they may be so called, have much to do with our success and happiness in this world, though they may not, perhaps, affect our welfare hereafter.

Are not the qualities then which I have mentioned, among the most important qualifications of a good teacher, and should they not all be possessed by those to whom the instruction of the young is intrusted?

Shawano, Feb. 1861. N. W. WORTH.

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The mind, like the soil, by disuse grows stiff, and reasoning and study are like dividing the glebe.—*Berkeley.*

## THE EDUCATING INFLUENCE OF THE DWELLING.

So far, we have considered only such things as pertain to physical comfort. All these features would be desired though the house were not to be occupied by a single individual who had an idea or an aspiration beyond his mere bodily enjoyment, or knew that life had any duties or pleasures higher than eating, sleeping, and avoiding pain, and overmuch labor. But there are duties as well as enjoyments of a higher nature than these clustering around a family home. Here is the centre of all the best associations of life. Here the education of the rising family is to be mainly conducted, and the foundation laid of the character which, for good or ill, is to continue through life. It is important that obstacles to its best development should be removed, and whatever of assistance in this work may be derived from the objects of daily familiarity should be secured.

In this respect, the dwelling has a double function to perform—contributing to the enjoyment, and aiding in the education of its inmates.

In all things it should be made as attractive and cheerful as possible. Whatever promotes convenience, also tends in this direction, but much may be secured by attention to the apparently minor details of arrangement.

Every point and portion of the structure should be consistent with truthfulness. The art which obscures unpleasant features, or makes prominent those more agreeable, which copies a natural form for its beauty, or paints a surface a hue pleasing to the eye, which would otherwise be harsh and objectionable, is never out of place. But the deceitful artifice which represents any object to be that which it is not, or which in any way violates the most downright sincerity, ought to be offensive to the adult, and it is always dangerous to the young. It is consistent neither with good taste nor good morals—never in opposition to each other.

The various labors and occupations carried on by the members of the household should have apartments and accommodations suitable to each, and so contrived that they may not interfere with one another. The sewing of the family can be done in the kitchen, but it certainly is not the best arrangement, if a light and pleasant room can be be used elsewhere without the necessity of entirely removing work every time it is laid down for a moment. Such a room, if used as a family sitting room, should have whatever advantages of pleasant prospect the site may afford. It should be a quiet place, undisturbed by any of the more active avocations of the family. In many families there is but one such room, and in it those who read and those who work, and the younger ones who ry to study, as well as those who play, all are grouped together, some

disturbed and confused by the noise around them, or the rest silent, solemn and stupid. There is no cheerfulness in this.

There was a low, brown house, on a bleak and rocky hill, just at the outer edge of a Massachusetts school district. Its front entrance was perpetually closed, but at one end the door opened directly into the large low, dingy kitchen, dimly lighted by a single small window, opposite to which, stretching its huge dimensions along the side, was the yawning fireplace, roughly built of stone, with a blazing fire of green wood in one end. Between the two stood the tea table, spread with all imaginable and unimaginable farm dainties, awaiting the arrival of the schoolmaster at his temporary home, in his routine of "boarding round."

When the table had been removed, a stand was brought for his special service, from the best room, to hold the sputtering, dripping, dipped tallow candle, by whose feeble light he painfully perused his book. The two lads, his pupils, not allowed to profit by the unusual extravagance of two candles, were left to seek their illumination from the blaze of the hickory on the hearth or the candle on the high shelf above. By the same light the father whittled out rake-teeth, and the mother patiently worked at the week's mending, only occasionally stopping to try to still the cries of some of the younger children, who rolled and tumbled promiscuously over the hearth, and in and out of the capacious fireplace.

Is it any wonder that those boys dreaded the approach of evening; that they preferred the sunny side of the barn to the house, and the companionship of their favorite cattle and colts, to that found around the family hearth; or that they ranked at school among the dull scholars; or that they learned no lessons at home?

They did learn lessons at home, however, which a long lifetime would not efface nor wholly counteract, but they were not such as were read in their books by those who taught them.

It would not be so easy to draw the companion picture from the life.—May we not hope that fit subjects will be more frequently found in the future than in the past?

A mature and disciplined mind can be fixed upon a study, regardless of the confusion around; but it is not so with children. If they are to learn lessons at home, they should have facilities for doing so without confusion. Generally, too, there ought to be a place where reading or study may be pursued by the older members of a family, without being disturbed or imposing a restraint upon the conversation or even the hilarity of those not so engaged. The room need not be large. It might serve, generally, as the office, where the farmer should keep his account

books, his maps or plans, his agricultural books and newspapers, and transact business with his neighbors. Would not such a room be remembered pleasantly in later years?

If a census could be taken of the merchants and business men in our large cities who are most active in their occupations, and the most noted for wealth and enterprise, it would be found that a very large proportion of them look forward to a home upon a farm, to which they may sometime retire from the avocations of commerce, as the goal of their ambition. Comparatively few ever reach it, and they only after the habits of a lifetime have unfitted them for its enjoyment. At the same time, the singular spectacle is presented, of whole neighborhoods deserted by farmers' sons, and their places supplied by inferior and hired laborers.—What drives these young men from agriculture and other employments? Is it the hard work of a farm? Most of them encounter more labor, physical as well as mental, than would be necessary on the land. Is it constant work? They find no relief in that respect who engage in trade or enter a profession. Is it the wish for a more honorable avocation?—None such exists. But is it not the disgusting things which they wish to escape; the disregard of the obvious advantages, and neglect of the best means which a farmer's life affords for the development of his own better faculties, which is seen on every hand?

Our whole subject has an economic bearing, It has, also, relations to art and to morals, the former subordinate to and included in the latter.—It is not a mechanical topic alone, but is worthy the investigation of the philanthropist and the patriot.—*S. D. Backus, Patent Office Report.*

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## SELF RELIANCE.

Early attention should be paid to the cultivation in children of a habit of self reliance—a habit of providing for their wants as far as practicable. The kindness of parents in anticipating all the wants of their children, and by personol attentions, relieving them of all care for their own comfort, has robbed of energy many a character that otherwise would have made a mark in the world. The child of five or six years of age who must be dressed in the morning and undressed in the evening, fed at his meals, and waited on by other hands in all his little cares and wrnts, will in after life enter school to be *taught* and not to *learn* by any exertion of his own. He will never explore the fields of knowledge beyond the pioneering of his teachers. A habit of self-reliance early established is the well-spring of that inconquerable energy of character that, if properly directed leads on to success.—*Indiana School Journal.*

## A SCORE OF IMPOLITE THINGS IN WHICH YOUNG PERSONS RENDER THEMSELVES DISAGREEABLE.

1. Loud and boisterous laughter.
2. Reading when others are talking.
3. Reading aloud in company without being asked.
4. Talking when others are reading.
5, Spitting about the house, smoking or chewing.
6. Cutting finger nails in company.
7. Leaving a Church before Public Worship is closed.
8. Whispering or laughing in the House of God.
9. Gazing rudely at strangers.
10. Leaving a stranger without a seat.
11. A want of respect and reverence for seniors.
12. Correcting older per ons than yourself, especially parents.
13. Receiving a present without an expression of gratitude.
14. Making yourself the hero of your own story.
15. Laughing at the mistakes of others.
16. Joking of others in company.
17, Commencing talking before others have finished speaking.
18. Answering questions that have been put to others.
19. Commencing to eat as soon as you get to the table ; and—
20. In not listening to what one is saying in company—unless you desire to show open contempt for the speaker. A well-bred person will not make an observation whilst another of the company is addressing himself to it.

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Home Courtesies.—Says a late writer : "I am one of those whose lot in life has been to go out into an unfriendly world at an early age ; and of nearly twenty families in which I made my home in the course of about nine years, there were only three or four that could be properly designated as happy families, and the source of trouble was not so much the lack of love as lack of care to manifest it." The closing words of this sentence give us the fruitful source of family alienations, of heart-aches innumerable, of sad faces and gloomy home-circles. "Not so much the lack of love as lack of care to manifest it." What a world of misery is suggested by this remark ! Not over three or four happy families in twenty, and the cause so manifest and so easily remedied ! Ah, in the "small, sweet courtesies of life" what power resides ! In a look, a word, a tone, how much of happiness or disquietute may be communicated. Think of it, reader, and take the lesson home with you.

## TALES OF A SCHOOL MASTER.

### ALICE LISLE.

There's an old stone house by itself alone,
With windows broken and falling down;
The roof is dank with mosses green;
No smoke, up-curling, e'er is seen;
No voice of mirth or sport is heard,
The dust on the portal ne'er is stirred;
And ancient trees with branches bare,
Cast shadows grim o'er the doorway there;
The flowers that bloomed in the borders gay,
Long since have faded and passed away.
'Tis more than silent—'tis more than still;
The passer is sad against his will,—
For the echoes that come from the mansion gray,
A sorrowful tale they seem to say.

Not thus the scene in olden days,
When 'neath the gleam of sunset rays,
Sweet voices sang their evening lays.
The elm trees shadowed a pathway then,
Worn by the feet of busy men.

'Twas summer tide, and misty night
Was wrapping all around from sight,
When wearily to the mansion gate
Two strangers came and meekly sate;
They list the sound of the falling bar—
Anon the door is thrown ajar.
They hear a voice in accents clear:—
"Your errand speak! What seek ye here?"
"We're weary trav'lers, far from home,
And seeking shelter we have come.
But lead us to your dame we pray;
She will not turn our suit away.

We've hastened many a weary mile
To gain the roof of Alice Lisle."

"My Lady waits, will ye enter in?
To her your tale of need begin!"

Gladly they see a welcome smile
Rest on the lips of Alice Lisle.

So gently time has touched her brow
That scarce his traces doth it show.

Her graceful form is still unbent;
The soul within seems eloquent.
Peace and truth her features trace—
A noble mind has carved that face.
Some silver threads in her raven hair,
Which early grief hath planted there,
Reveal sad woe, of husband slain—
Which in her heart will aye remain.

She greets her guests with kindly tone:
"Why refuge seek? What have you done?
The innocent have nought to fear;
Your tale of sorrow let me hear."

"Ye know that Monmouth came to fight
For Freedom and his kingly right.
We mustered with the peasant throng,
Who sought to save our prince from wrong.
O'er foe encamped on Sedgemoor plain,
We thought the victory to gain.

We marched at midnight on the foe
With sword and pike and gun,
And light of heart,—we did not know
How few would see the sun.

Soon rose upon the battle field
The fearful sounds of strife;
Steel fell on steel and brave hearts yield
The crimson tide of life.

Yet loud above the conflict's sound
Arose our battle cry!
Soho! Soho! the word went round,
While none would deign to fly.

Some fell before the iron rain
Which deluged all the field;
Some by the cruel pike were slain,
Where drunken carnage reeled.

No cry for mercy rent the air,
But shouts and oaths and groans;
No heart with pity softened there,
Or listened to the moans.

Our eyes ne'er wish to see again,
What morning showed upon the plain.

In vain we fought; our comrades lay
Lifeless and pale in the daylight gray.
We fled for life through paths unknown,
As birds which from the snare have flown.
O, give us food and rest this night;—
Again we flee with morning light."

The boon was given—the weary slept,
And long the hostess vigils kept.
But ere the morn, there came a call,
That roused the sleepers one and all;
Fierce men in arms throng every side,
While some are searching where one might hide.
A soldier rough in brutal tone
Cries out—"Tell where your guests are gone!
Tell me woman, where did ye place
Those rogues who shall the gallows grace.
And mark ye well, ye'll rue the day
In which those traitors came this way."

They're found at last. They meet their fate,
As those, who but dishonor hate;
Yet grieve that she, who was their friend,
Must meet for them such fearful end.

Judge Jefferies sits in judgment hall:
None need on him for mercy call.
He wields the force of a tyrants wrath—
Terror and Death are in his path;
And at the name of Alice Lisle,
His features wear a fiendish smile.
With taunts and scoffs and jeers he hails
Her coming from the loathsome jails,
And shamless asks, "Would ye traitors save?
Dare ye your monarch's wrath to brave?"

Her pale lips move. "Two helpless men
Came to my door—I took them in;
I gave them food, and leave to stay
In comfort till the coming day.
If thus to hear the helpless call,
And let the tear of pity fall;
If thus to give the friendless aid,
Are heinous wrong and treason made,
Then must I all your rage sustain,
For I the same would do again."

## ANNUAL MEETING OF THE ROCK COUNTY TEACHERS' ASSOCIATION.

This Association convened in its second annual meeting, at Clinton, Rock County, Wis., Jan. 23, 1851, at 2 o'clock, P. M. The President gave a brief history of the association, and stated the objects of the meeting.

In the evening, Mr. G. D. Hunt, of Janesville, lectured on Teaching as a Profession, and remarks on the qualifications of teachers were then made by N. Johnson, A. S. Sampson, and W. C. Whitford.

The next morning, after prayer by the Rev. M. Montague, of the Allen's Grove Academy, an hour was occupied in listening to reports from Town Superintendents, on the condition of the public schools in several of the towns, and from a number of teachers relative to their own schools.

Miss Show, of Clinton, then presented a report on the best method of teaching spelling. Remarks on it were made by M. Montague, C. M. Treat, G. D. Hunt, and W. C. Whitford.

The afternoon was chiefly occupied in conducting class exercises. An exercise in Geography, was conducted by Miss Show ; in Mental Arithmetic by Miss M. G. Sherman, of Allen's Gove ; in Elementary Sounds by W. C. Whitford ; and in Grammar by M. Montague. After a brief discussion, in which several resolutions bearing upon the subject were introduced, the following, proposed M. P. Treat, was adopted :

*Resolved*, That the present system of Town Superintendency, is in our opinion the best system for the encouragement of our interests in the common schools, and therefore needs no modification.

The attendance during the day was not large, owing to a severe snow storm; in consequence of which the Association adjourned to meet four weeks from that evening.

W. C. WHITFORD,
President.

T. M. MARTIN, Secretary *pro tem.*

### ADJOURNED MEETING.

Pursuant to adjournment, the Association met at Clinton, Thursday evening, Feb. 21, 3861. D. Y. Kilgore, First Vice President in the chair, and M. P. Treat, being chosen Secretary. Committees having been appointed, Mr. Kilgore delivered an address on Female Education.

Friday morning the following Resolutions were presented :

*Resolved*, That the value of our Common Schools would be greatly enhanced by making it obligatory with the Teacher to board with his pupils.

*Resolved*, That corporal punishment in School is in all cases evidence of the incompetency of the Teacher.

*Resolved*, That we ought to have a public sentiment embodied in Legislative enactment to compel every parent, master, or guardian, to give a suitable amount of education to every child under his control.

The first resolution was discussed by Messrs. Cheever, Samson, Treat, Hammond, and Peck, after which the resolution was referred to the committee on resolutions. A spicy debate then ensued upon the second resolution.

In the afternoon, after the appointment of a committee on nomination of officers, Hon. J. L. Pickard, Supt. of Public Instruction, was introduced and gave a very able and appropriate address upon the Wants and Supply of Public Education in Wisconsin. A hearty vote of thanks was tendered Mr. Pickard for his address.

The Third Resolution of the morning was then called up, for which the following was substituted :

*Resolved*, That it is the duty of the State, by suitable laws to compel parents and guardians to educate the children committed to their care.

After discussion by Messrs. Samson, Tuttle, Salisbury, and Johnson, it was adopted.

The following officers were elected for the ensuing year : D. J. Kilgore, Evansville, President ; W. C. Whitford, Milton, 1st, Vice President ; C. M. Treat, Tuttle, 2nd, Vice President ; S. S. Wallihan, Evansville, Secretary; J. Soule, Evansville, Treasurer ; L. M. Hammond, Clinton, A. O. Warner, Fulton, A. T. Bridgeman, Evansville, A. H. Lewis, Milton, and D. G. Cheever, Clinton, Counsellors.

In the evening the vote passed at the previous meeting, respecting the present system of Town Supervision of Schools, was reconsidered, and the President and Secretary were instructed to memorialize the Legislature in behalf of this Association, in favor of the Bill now before them, creating Township Libraries ; also, in favor of the Bill to provide a County Supervision of Schools.

The following gentlemen were elected Honorary Members of the Association :

T. M. Martin, Esq., Rev. E. B. Hatch, Rev. W. H Bernard, Rev. S. Salisbury, Doctor C. C. Warren, Doctor G. Cover, C. L. Hartshorn, D. G. Cheever, P. Salisbury, A. S. Sampson, and J. R. Jones, all of Clinton.

The committee on Resolutions made the following report which was adopted :

*Whereas*, The prosperity, happinness, mental and moral improvement of mankind depend upon the proper education of the masses, Therefore,

*Resolved*, That our common school interests should be advanced and stimulated by all laudable means.

*Resolved*, That the age in which we live demands a system of education that shall develop the entire man, physically, morally, and intellectually.

*Resolved*, That it is desirable to have vocal music taught in our common schools.

*Resolved*, That as teachers, we feel the responsibilty of our calling ; and as we go forth to instruct the rising generation, we ask of the public their hearty co-operation.

*Resolved*, That the *Wisconsin Journal of Education*, under its present able management, merits the hearty support of every teacher of the State.

The customary resolutions of thanks were also passed, and the Ex. Committee authorized to call a meeting in April, and to change the time and determine the place of the next Annual meeting.

D. Y. Kilgore delivered a concluding Address, upon the Means of Improving our Common Schools. Thanks were voted to Mr. Kilgore for his efforts in behalf of the Association. An appropriate song, composed for the occasion by Rev. E. W. Hatch, was sung, the benediction pronounced by Rev. Mr. Salisbury, and the Association adjourned *sine die.*

E. M. TREAT, Secretary. D. Y. KILGORE, President.

# SUPERINTENDENT'S DEPARTMENT.

## APPEALS.

Notwithstanding the explicit directions in reference to the method of taking an appeal, given on pages 60 and 61 of the school code, mistakes are made in nearly every case presented for the consideration of this Department, necessitating the return of the papers to the appellants for correction or completion.

In order to save the expense and loss of time consequent upon the return of papers, are here given brief and explicit directions explanatory of the regulations adopted by the Department in reference to appeals published in the school code.

In the first place an appeal will not lie from the action of a District meeting legally called, and acting within the scope of its powers. For instance a vote is taken to remove the school-house site, or a tax is voted to build a school-house. No appeal can be taken from such action on its merits, but any illegal proceeding had, may be appealed from. The action of the Town Superintendent may be appealed from for illegality or injustice, and his refusal to act is also the subject of appeal.

A party wishing to take an appeal should prepare a brief, but complete statement of the case, setting forth the action or proceedings appealed from and the reasons why such action should be set aside; and in case the appeal is founded upon the refusal of the Superintendent to act, the reasons why the action asked for should have been taken by such Supt. If the appeal relates to the formation or alteration of a district, a map or plot of the territory affected by the action appealed from should be

prepared, showing the boundaries of the district or districts embraced therein, the location of the residences of the inhabitants, the highways, marshes, etc.

A statement showing the assessed valuation of the district or districts, and the number of children over four and under twenty years of age, residing in each, should accompany the map, and form a part of the papers in the case. When the papers are all completed they should be fastened together, numbered or lettered for reference, and an affidavit attached setting forth that the statements therein made are true, and that the map, list of children, and valuation of property are correct. A complete and correct copy of the appeal and affidavit, and all accompanying papers should then be made, to which another affidavit should be attached, stating that they are correct copies of the papers in the case, and the copy should then be served upon the person or party whose action is appealed from.

If the person on whom the papers are served acknowledges service in writing, the acknowledgment should be attached to the original appeal.—If no such acknowledgment is made, an affidavit must be attached stating that on a day mentioned a copy of all the papers in the case was served upon the Town Superintendent, or the party whose action is appealed from. When all the above directions are complied with, the original papers are ready to be forwarded to this office.

An appeal should be taken within thirty days from the performance of the act appealed from, and the appellee has fifteen days in which to prepare his answer, and all the directions above given in reference to the preparation and service of a copy of the appeal papers should be complied with in preparing and serving the answer before it is forwarded to the State Superintendent.

## APPORTIONMENT OF SCHOOL MONEYS.

By the provisions of a law passed last winter, the apportionment of the school fund will be postponed this year till the tenth of June. And as the apportionment by the Town Superintendent was also extended, the following law has just been passed to authorize the distribution of the moneys levied by the County Board, and raised in the Town for the support of schools, at an earlier date than that fixed for the State fund.

(*Published March* 11, 1861.)

### CHAPTER 64.

An ACT to provide for the apportionment of School Moneys.

*The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

SECTION 1. The Town Superintendent of Schools shall apportion the School moneys coming into their hands upon the 4th Monday of March in each year, or as soon there-

after as the same may be received by them: *Provided*, that nothing in this act shall interfere with the apportionment of moneys received from the State, provided for by section 45, chap. 23, revised statutes, amended by section 3, chapter 352, General Laws of 1860.

SECTION 2. This act shall take effect and be in force from and after its passage and publication.

Approved March 8, 1861.

## ANNUAL REPORTS.

Being desirous of making some changes in the forms of blanks sent out to Town Superintendents and District Clerks, in order to secure more definite and reliable information in regard to the condition of the schools throughout the State, I respectfully invite suggestions from the above officers, and others interested in the cause of popular education, as to what facts should be embodied in the annual reports, so as best to represent the true state, and absolute progress of our public school system.

J. L. PICKARD,
*State Supt. Pub. Inst.*

# SCHOOL ROOM EXERCISES.

## ANSWER TO QUESTION NO. 2 IN NATURAL PHILOSOPHY.

Because a greater quantity of water comes in contact and becomes saturated with the sugar.

*Explanation.*—The denser fluid always gravitates. Water holding any substance in solution, is denser than pure water.

If sugar be placed in the bottom of a vessel containing water, a portion of it is dissolved by that portion of the water which is in immediate contact with it; thus the water immediately around the sugar is made denser, and being already at the bottom, can not of itself leave the sugar so that other portions of water may come in contact with it. The ability of the water in the vicinity of the sugar to dissolve any more, is soon destroyed.

On the other hand, if the sugar be suspended at the surface of the water, as soon as that portion of water which is in contact with the sugar becomes saturated, it gravitates, and unsaturated water takes its place, becomes saturated, and gravitates; and thus the whole quantity of water in the vessel in turn comes in contact with the sugar, and becomes saturated; thus we see how a greater quantity of water comes in contact and becomes saturated with the sugar in the latter case than in the former. A.

Berlin, March, 1861.

## ANSWER TO FIRST QUESTION IN MENTAL ARITHMETIC.

If the man walk one mile more each day than the preceding, the first day's travel toward Milwaukee was four miles more than the fifth, or first day homeward. The second day's travel towards Milwaukee, four miles more than the second homeward, and the same of the third and fourth days.—Hence the four day's travel to Milwaukee exceeded the first four homeward by $4 \times 4 = 16$ miles, which must have been the distance walked on the fifth or last day homeward, and $16+17+18+19+20=90$ miles the distance from Milwaukee.

Waukau, Wis. H. A. SUTHERLAND.

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Positive Philosophy.—Auguste Compte, the great French Savan, when he wrote his famous "Positive Philosophy," says the Boston *Post*, left out all allusion to sentiment and religion—because, he said, they were purely imaginary. By-and-by, he fell in love, and acknowledged there was such a thing as "sentiment;" afterwards his lady-love died, and he then took to religion for consolation. So much for positive philosophy!

Take Exercise.—By too much sitting, says Longfellow, the body becomes unhealthy, and soon the mind. This is nature's law. She will never see her children wronged. If the mind, which rules the body, ever forgets itself so far as to trample upon its slave, the slave is never generous enough to forgive the injury but will rise and smite his oppressor. Thus has many a monarch's mind been dethroned.

Wine is a turn-coat, first a friend, then an enemy.

You dig your grave with your teeth.

The epicure puts his purse into his stomach, and the miser his stomach into his purse.

That is not always good in the stomach that is sweet in the mouth.

Temperance, employment, and a cheerful spirit are great preservers of health.

The difference between the poor man and the rich is, that the poor man walks to get meat for his stomach, the rich, a stomach for his meat.

The best physicians are Dr. Diet, Dr. Quiet, and Dr. Merryman.

'Tis good to walk till the blood appears on the cheek, but not the sweat on the brow.

# MATHEMATICAL DEPARTMENT.

INTEREST AGAIN.—Our readers will find below a rejoinder by Mr. Whitcom, to E's, article on interest. We shall be glad to hear from both these gentlemen again on this subject, although it will be readily seen that our space is too limited for the publication of any long articles, or for a very extended discussion.

T. D. CORYELL, DEAR SIR :—The solution given by E. in the February number of the *Journal*, differs from mine in the November number, in consequence of a difference in understanding the import of the term "*per annum.*" He makes it mean, interest payable yearly, and consequently insists on an abatement on the interest of $1 for three months, because it is paid before the year is up. By this rule, an increment should be allowed on interest not paid until after the year is ended.—Hence, his solution is based upon compounding interest annually. My solution is based upon the principle that "*per annum*" is used to help fix a rate for any other than the unit of time, and does not in any sense define the time when interest must be paid; in other words, it gives completeness to the proposition; as one year is to any other time so is the yearly rate to the rate for that time. My solution is based upon allowing none but simple interest. A. W. WHITCOM.

Sheboygan Falls, Feb. 14th, 1861.

*Problem* 18.—There is a perpendicular pole 32 feet high; 20 feet from the bottom of the pole is a globe 6 feet in diameter, and at the top of the pole is a luminary: required the amount of space shaded at the bottom of the pole. J. A. CURTISS.

Patch Grove, Wis.

*Problem* 19.—Given the base of a triangle and the sum of the squares of the other two sides to find the locus of the angle opposite the base.

L. CAMPBELL.

MATHEMATICAL EDITOR, DEAR SIR :—I have a problem which I found in the Addenda of Adams' Revised Arithmetic, that I would like to have worked out by some of your correspondents, and the reasons given, as I have had several try it who considered themselves *good* in figures, and they failed to get the answers. Please publish in the *Journal.*

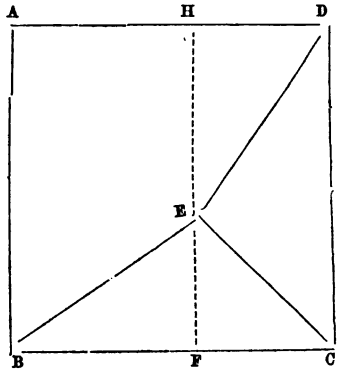
*Problem* 20.—Two persons, *A* and *B*, for instance, purchased 200 acres of land for $400. On dividing it however, it was ascertained that

a part of it was worth only $1,75 per acre; the other part therefore, stood them in $2,25 per acre. *A* agrees to take the part at $1,75 per acre; *B*, of course, paid $2,25 per acre for his share.

*Query.*—How many acres must each have in order to get his $200 worth?

Yours Respectfully,

Rolling Ground, Crawford Co., Feb. 1861. ISAAC TELEER.




*Solution of Problem* 14.—Let $ABCD$ be the required square and $E$ a point within whose distance $A$ equals 7 chains, from $B$ 4 chains and from $C$ 5 chains. Through $E$ draw $HF$ at right angles to $AD$ and $BC$. Put $x=AB=BC=CD=DA=HF$ $y=BF=AH$ $z=EF$ then $x-y=CF$ and $x-z=HE$.

Hence $y^2+z^2=4^2$ - - - (1) $(x-y)^2+z^2=5^2$ - - - (2) and $(x-z)^2+y^2=7^2$ - - - (3) From (1) and (2) we find $y=\frac{x^2-9}{2x}$ and from (1) and (3) $z=\frac{x^2-33}{2x}$ These values of $y$ and $z$ placed in (1) gives $x^4-74x^2=-585$.

Hence $x^2=65$ sq. chains $=6\frac{1}{2}$ acres the required area.

Cottage Grove, Feb. 1861. L. CAMPBELL.

[Solutions of Problems 7 and 12, have been received, but are deferred till next month, partly for want of room, and partly to await the engraving of diagrams.]

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When reason is convinced and duty evident, still the will is bound, and no power of man can set it free.

Silence is the safest response for all the contradiction that arises from impertinence, vulgarity or envy.—*Zimmerman.*

The deepest waters are the most silent; empty vessels make the greatest sound, and tinkling cymbals the worst music. They who think least, commonly speak most.—*Tattler.*

There is not only an art but an eloquence in silence.—*Cicero.*

The modes of speech are scarcely more variable than the modes of silence.—*Dr. Blair.*

# EDITORIAL MISCELLANY.

## NORMAL SCHOOLS.

The article on a former page, drawn from the last Report of the State Superintendent of Maine, seems to us so exactly adapted to our meridian, and to present so just a view of the subject, that we have great pleasure in reprinting it.—The same general views were presented as a part of a report of a committee of our State Teachers' Association, at the Annual Meeting held at Portage, and were endorsed by the Association. The progress of events since then, has only served to give more importance to the question of Normal instruction, and the time is not far distant, when our educational work must suffer materially, without some further movement in this matter.

One important effect of the Institutes held during the past eighteen months, has been to awaken a desire in many young teachers to attend, for a longer or shorter period, a real and proper teachers' school;—a school where the primary, and not the secondary object, is to prepare teachers for their work. It is unnecessary to discuss the subject of the present Normal Classes in several of the institutions of the State. We suppose no one looks upon this plan as adequately meeting our wants, or as one that can wisely be made permanent. Some movement therefore is needed towards the establishment of Normal Schools proper.—Some time must elapse however, before any plan can be perfected, or any such schools go into operation; but in the mean time, a step or two forward can be taken. For instance, let the Board of Normal Regents authorize and provide for the holding of longer Institutes, or brief temporary sessions of Normal Schools in several parts of the State next autumn, the sessions to continue not less than a month. Let them be appointed at such suitable places as will furnish the requisite rooms, and reasonable accommodations for board, and a reduction of railroad fare be obtained if possible. Let such assistance be procured, as that with Mr. Allen, already in the field, something like a systematic though concise course of instruction can be gone through with; the teachers in attendance being graded or classified according to circumstances, into two or more divisions, except in such exercises as would more appropriately be general.

A faculty of three first class teachers and institute conductors, could, during the months of September, October and November next, hold conjointly, three such sessions, say one in Madison, one in Waukesha, and one at Portage, or any other three places that would better accommodate the whole State. Not less than two hundred earnest teachers could be relied upon we think for pupils, each paying a small tuition fee;—and the result would be not only that great good would be done for the schools, but such an impetus given to the work of Normal instruction as would carry us onward, next year, to see the beginning, or at least promises, of permanent Normal Schools,

This suggestion meets the views of Mr. Allen, whose varied experience in Institutes, long and short, and whose familiarity with the wants and wishes of teachers, has given him good opportunity to judge. He suggests that in the intervals of Summer and Winter sessions of the Normal Schools, Normal Institutes should be held in the Spring and Fall, at suitable places, more expressly adapted to the wants of those about to take charge of schools. This accords substantially with the recommendation of Mr. Weston. We trust this whole subject will have a thorough discussion at the next meeting of the State Teachers' Association.

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## WHAT KNOWLEDGE IS OF MOST WORTH?

This is the title of the first chapter of Mr. Herbert Spencer's recent volume on Education, which we advertised and briefly noticed in the December number.—We expressed a purpose of noticing the book at greater length, but must content ourselves with a few remarks on his disussion of the topic named above. Of the three subsequent chapters, which treat respectively upon Intellectual, Moral and Physical education, we would say, get the book and read them, as well as the one under present consideration. Although not containing much perhaps that is new to the intelligent student of the science of education, there is a freshness and transparency in his style of thought and expression that makes the book exceedingly readable—which is more than can be said of some more labored and would-be systematic treatises on the subject. We do not know the date of the first publication of these essays in the British Reviews, but think it not unlikely that several ideas which have gained considerable currency in educational circles this side the Atlantic, may at least have been put into more active circulation by that means.

In regard to the first chapter of the book however, while not proposing a learned review, or a labored argument, we enter a protest against its discouragement of linguistic study. We admit the author's postulate, that man must first of all have food, shelter, and clothing, and the ability to maintain social life, and that the cultivation of the natural and social sciences is, therefore, in a sense, of primary importance. But when the question is asked, what knowledge is of most *worth*, we cannot consent that the answer shall be given wholly or chiefly from the utilitarian stand point; or in forgetfulness that the higher nutriment of the soul is more to be accounted of, than the cheapening or multiplication of bodily comforts. The tendency of the age is already too much towards sensuality, luxury, and self-indulgence, and so to degeneracy; and whatever may be conceded to the elevating and disciplinary effects of the study of natural and mathematical science, it still remains, that the study of language gives an intellectual finish and elevation that can be obtained in no other way. While therefore we bid God-speed to those who would study nature for their own or

the public good, we say also, let not the authority of this writer weigh against the study of that which is higher than all the phenomena of nature (about which Mr. Spencer himself tells us, in his recent chapter on the "Unknowable," we can know so little) namely, man's marvelous faculty and gift of speech, and that living embodiment of all human thought and knowledge—language.

We close with an extract or two from this part of the book, which will show the bearing of the argument, and give as an offset, a passage from our own American Dwight, an enthusiastic philologist:

"Thus far our question has been, the worth of knowledge of this or that kind for purposes of guidance. We have now to judge the relative values of different kinds of knowledge for purposes of discipline. Having found what is best for the one end, we have by implication found what is best for the other. We may be quite sure that the acquirement of those classes of facts which are most useful for regulating conduct, involves a mental exercise best fitted for strengthening he faculties. It would be utterly contrary to the beautiful economy of Nature, if one kind of culture were needed for the gaining of information, and another kind were needed as a mental gymnastic. Everywhere throughout creation we find faculties developed through the performance of those functions which it is their office to perform; not through the performance of artificial exercises devised to fit them for these functions. We conclude, then, that for discipline, as well as for guidance, science is of chiefest value. In all its effects, learning the meanings of things, is better than learning the meanings of words. Whether for intellectual, moral, or religious training, the study of surrounding phenomena is immensely superior to the study of grammars and lexicons. * * * * *

Thus to the question with which we set out—What knowledge is of most worth?—the uniform reply is—Science. This is the verdict on all the counts.—For direct self-preservation, or the maintenance of life and health, the all-important knowledge is—Science. For that indirect self-preservation which we call gaining a livelihood, the knowledge of greatest value is—Science. For the due discharge of parental functions, the proper guidance is to be found only in—Science. For that interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct, the indispensible key is—Science. Alike for the most perfect production and highest enjoyment of art in its forms, the needful preparation is still—Science. And for purposes of discipline—intellectual, moral, religious—the most efficient study is, once more—Science."

[Does the farmer, by those labors which give bread to nourish the body, gain thereby the best possible physical development? By no means. Does the lawyer, who studies "social science" only, gain the widest grasp of mind, or do his pursuits narrow while they sharpen? But hear Mr. Dwight:]

"Human language is the highest of all objective realms of art among men.—Language has not merely, for height, and breadth, and organic structure as the dome of thought, all the sublime capacities of architecture; or, for severe

chisseled dignity of form, all the majesty of culture; or, for wondrous power of imagery, all the exquisite beauty of painting; or, for sweetness and ravishment, the magic charms of music; it contains the mysteries and energies of all these exalted arts in one. In it also, as a garner, are gathered together all the rich harvests of human genius, from every field which human thoughts or effort has essayed to reap. It is the archives of all man's history, migratory, civil, political, statutory, literary, scientific, experimental and personal. Surely on an area of action so wide and so varied, there must be scope enough of every kind of mental exercise and inquiry; and prizes, of every possible variety of value, must await the grasp of him who earnestly seeks for them.

And in no way, as a matter of general experience and of general testimony, can all the higher faculties of the mind be so well trained to lofty, vigorous, sustained action, as by the study of language; its analytic, philosophic artistic, study. Classical discipline is, accordingly, the palæstra in which, throughout Christendom, the rising generation is everywhere prepared, and for ages has been, to wrestle manfully with the difficulties of after-life in whatever profession or calling. But if the mental discipline of the civilized world has been secured thus far, to such a high degree, from the very imperfect study of language as hitherto pursued, how much more would be obtained by a deeper, broader, truer style of familiarization with its structure and spirit: so deep, and broad, and true as to seem to the mind swimming buoyantly in its depths, to be its very native element. By the study of etymology, in particular, habits of wide research, of patient comparison, of logical deduction, and of critical review are pre-eminently cultivated: all among the highest elements of mental energy and success. Who can speak too strongly of their necessity and value?"

THE INSTITUTES.—Institutes of the Spring series have been held at Ozaukee, Ozaukee Co., and at Oconomowoc, in Waukesha, and one is in progress this weeek, (the last of March,) at Viroqua, in Bad Ax Co. These are the first Institutes held as yet in Ozaukee and Bad Ax counties, under State patronage, and with those appointed, the whole State almost, at the close of the series, will have been canvassed in this way. It is time that Juneau, Adams, Jackson, Buffalo, and Pepin counties, should bestir themselves, if they would keep up with their more northern sisters—St. Croix, Pierce, Dunn, Eau Claire, Portage, Waupaca, and Outagamie. Brown county has had no Iustitute yet, though boasting the oldest city in the State.

The Institute at Oconomowoc, at which we had the pleasure of being present one day, was attended by nearly ninety teachers, and gave we think much satisfaction. Regret was felt that the State Superintendent could not be present, who was prevented by illness. Mr. Craig, Assistant Superintendent, was present however and gave the closing lecture. Lectures were also delivered by Rev. Messrs. Bradford and Davis.

A POEM—WAR.—The poetical effusion given this month, evinces considerable descriptive powers. A redundant syllable may now and then be detected, but

the rhythm is quite pleasing. The piece will be read with some interest, as giving a picture of war, and a war of civil strife, such as has threatened our country of late. "Anything, almost," says a writer in the *Chicago Record*, "but war between brethren of the same flesh, and blood, and name."—"If there is nothing to choose between, but *recognition* or *war*, the christian conscience of the North will—must say, "let them go.'" Our President very pertinently says to his countrymen: "Suppose you go to war, you cannot fight always, and when after much loss on both sides, and no gain on either, you cease fighting, the identical questions as to terms of intercourse are again upon you." But we cannot give up the hope, that the difficulties may be adjusted, without either war or separation.

## THE LEGISLATURE AND EDUCATION.

We have time and room to say only, at the last hour before going to press, that the County Superintendency, though carried in the House, is lost so far, in the Senate. This morning (March 27,) the last vote was a tie, and this unfortunately, through the absence from their places, of some members favorable to the measure. It is hardly to be hoped that a re-consideration will be asked again. If re-considered, our friends will have heard the result before this reaches them. Next month we shall say more.

The Library measure is still undecided. Its friends are hopeful but doubtful.

"Help for Colleges," has been reported against. The Rev. Reeder Smith, Endowment agent for Lawrence University, has been indefatigable in his exertions in behalf of this measure, and it ought still to pass.

If all these measures fail, the opponents of them will be able to go home and say to their constituents that they have prevented any thing being done for general education by the present Legislature.

THE PRIZE DICTIONARY.—Three essays were received in due time, but circumstances have been such as to prevent a decision in season for announcement, and the publication of the Prize Essay, till next month.

THE MICHIGAN JOURNAL OF EDUCATION.—We are happy to place this Journal upon our exchange list, having received the January, February and March numbers. It is now in its Ninth volume, and is one of the most neatly executed periodicals which we receive, while the contents speak high praise for the educational and literary advancement of the Peninsular State. It is printed in the double-column, magazine or review style, and assumes also their impersonality. It is, we think, still under the editorial care of Hon. J. M. Gregory, State Superintendent, and is, we observe, sent free to the School Directors of the State. Published at Detroit. $1 per annum.

THE IOWA SCHOOL JOURNAL.—We omitted to state last month, that this Journal is published by Mills Brothers, at Des Moines, to whom all business matters should be addressed. We have received the January and March numbers of the new volume.

A WORD TO THE EDITORS.—The names of twelve teachers stand upon the covers of the Journal of Education as Editors. Will those whose names are on the outside, but whose articles are never on the inside, oblige the public by giving their ideas of the duty of an Editor to his Journal, and its readers.—*Com. to the N. H. Journal of Education.*

[The above comes to us from a faithful and laborious member of the Editorial Board. It needs no comment.—*Resident Editor of the N. H. Journal of Ed.*]

The latitude of Wisconsin is very nearly the same as that of New Hampshire!

DARTMOUTH COLLEGE.—Rev. G. T. Chapman, D. D., of Newburyport, says the *Journal*, is now completing the biographical notices of the alumni of Dartmouth College, commenced by the late Dr. Richards, and wishes all those who have not supplied the desired information, to do so without delay.

SPELLING.—A colored lad, six years of age, in Providence, R. I., says the *Schoolmaster*, recently visited one of the Grammar Schools of the city, and outspelled the whole school, old and young, The pupils presented him a new sled which they named "THE SPELLER."

We noticed the other day at Oconomowoc, that one of those who "did not miss," was apparently the youngest member of the Institute. As we grow up, spelling is apt to slip away, if not fastened by much practice.

OSHKOSH AND FOND DU LAC.—A VISIT.—We shall be pardoned, we trust, for printing a portion of a letter from an earnest teacher at Fond du Lac. Such visits are both pleasant and profitable:

"We have this week been enjoying a social visit from the High School of our sister city, Oshkosh. They came over in the morning train, to the number of fifty, teachers and scholars, and reached here just in time to be present at our opening exercises. The whole day was spent by them in listening to our recitations, and no doubt they often drew comparisons between our methods and their own, but we hope they were charitable, and that the good they saw, if any, may be treasured up, while the evils, so apparent to us all, may be forgotten or excused. In the evening, a social entertainment was held in our Free Hall, where our citizens turned out, en masse, to enjoy our merry-making with us, and many no doubt lamented that their happy school days had passed away forever.

At 10 o'clock, the hour of the north train's leaving, we broke up, mutually pleased with our better acquaintance, and let us hope, mutually profited, too."

PLATTEVILLE.—We see by a communication in the *Witness*, from Hon. H. Robbins, Town Superintendent, that the schools of that town are generally in a progressive and satisfactory condition. Mr. Robbins is one of those active and intelligent school officers, under whose auspices the schools flourish. Several of the schools had a trial in spelling not long since, but no one school excelled all the rest. In "spelling down," Charles Estabrook "was declared victor."

MARQUETTE CO.—The annual meeting of the Marquette County Teachers' Institute, takes place on the 16th of this month, and will continue in session three days.

ROCK COUNTY.—We are obliged to condense the proceedings of the Association a little. The re-consideration of the resolution touching School Supervision, was well, we think, and we appreciate the last printed resolution. We trust Rock county will always be true to its name, in educational affairs,—firm and enduring.

OCONOMOWOC.—The *Free Press* states that they have one of the best, and most popular Seminaries for the education of girls and young ladies, to be found in the State. The instruction is efficient, the location healthful, and the social influences of the village are pleasant and refined. It is under the management of Mrs. Jones, as matron, Miss Grace P. Jones Principal, and Misses E. S. Hull and A. L. Huyck, as assistants.

The school alluded to by the *Free Press*, is under the more especial patronage of the Episcopal Church, and to those who design to send daughters away from home for education, and who would incline to seek such a school, we can safely commend this, as one where pupils will be well taught and well cared for.

REGENTS OF THE UNIVERSITY OF WISCONSIN.—The Legislature have elected Hon. Messrs. J. W. Stewart, of Monroe, M. Frank, of Kenosha, and T. Prentiss, of Watertown, and E. Salomon, Esq., of Milwaukee, members of the Board of Regents, to take the places of Messrs. Castleman, Dean, Rose and Vilas, whose terms expired in January. Mr. Salomon is a German by birth,—the other gentlemen are members of the Legislature, and all are thought to be good selections.

THE MAGAZINES.—We are receipt of the Atlantic, Harper's and Arthur's for April, and all are capital numbers. These Magazines occupy different spheres, and each we think, is the best of the kind. The "Atlantic" cultivates literature of a high order—is in short the Blackwood of America; quite as able, and far more attractive to American readers. "Harper's" is more popular in its cast, and while containing solid and able articles, is peculiarly attractive to the young folks. "Arthur's" is more of a domestic character; or, as it is well designated, a "Home Magazine." We prefer to see it in our own family, to Godey's, and others more or less circulated.

## NOTICE.

The State Superintendent, wishing to reach all parts of the State not yet visited by him, and to meet school officers, teachers and friends of education as much as practicable, desires us to say that he will be glad to be informed of the meeting of County Associations, of School Celebrations, and other educational gatherings, at which his presence would be desirable,—especially in counties not yet visited by him.

## INSTITUTE APPOINTMENTS—1861.

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|---|---|
| Mazomanie, Dane county, | April 1. |
| Prairie du Chien, Crawford county, | April 8. |
| Sheboygan, Sheboygan, county, | April 22. |
| Weyauwega, Waupaca county, | May 6. |
| Hudson, St. Croix county, | May 20. |

# BOOK TABLE.

CLASS BOOK OF BOTANY, being outlines of the Structure Physiology, and Classification of Plants, with a Flora of the U. S. and Canada. By ALPHONSO WOOD, A. M., Principal of Female Academy, Brooklyn. New York: A. S. Barnes & Burr, 1861.

Mr. Wood is perhaps the most laborious explorer and writer in Botany that we have in the country. Adopting mainly the arrangement of De Candolle, this new and enlarged edition of his well known "class-book" gives us the entire Flora of the United States east of the Mississippi river, and virtually that of the regions lying on its west bank, and immediately north of the St. Lawrence and the Lakes. The dichotomal method, now generally adopted, is in this edition, adapted to the analysis of Species, as well as of Orders and Genera. These, with various other improvements, render the work the most full, elaborate, and convenient class-book in the science yet given us in this country.—Among the contributors who in all parts of the United States have aided the author, we observe the name of our own naturalist, Mr. I. A. Lapham.

THE ELEMENTS OF CHEMISTRY, as applied to Agriculture. By C. B. Chapman, A. M., M. D., Professor of Chemistry. Cincinnati: W. B. Smith & Co.

This little book aims to fill an important place. It will not make learned farmers, but put into the hands of the more intelligent sons of farmers at school, it will set them to thinking, inquiring, reading and experimenting; and thus the way will be opened in the future for a more rational, and less exhaustive system of agriculture than is now generally seen. This is especially needed, we judge, in the great west. A little more introductory matter, touching the elements of chemistry, would make the book much better.

LOSSINGS PICTORIAL HISTORY OF THE U. S. For Schools and Families. New York: Mason Brothers.

Mr. Lossing first appeared in the historical line we believe, in his Field Book of the Revolution, and his talent for graphic description, as well as his peculiar ability, derived from visiting the localities of many important events, is usefully employed in the manual before us. It is very full and condensed in the narative, and by judicious notes and references, the connection is better preserved. The "Two Hundred Illustrations" are not only ornamental, but more than ordinarily truthful. The type and paper are excellent.

LOSSINGS PRIMARY HISTORY OF THE UNITED STATES. (Issued by the same publishers as the above.)

This little book is well adapted to interest children in the history of their country, and exhibits the same characteristics as the larger manual. While the style is clear and intelligible to children, it is not, like that of many books written for the young, unnecessarily puerile.

THE TWO ADMIRALS, a tale by J. FENNIMORE COOPER. Illustrated from drawings by F. O. C. Darley. New York: W. A. Townsend & Co., 1861.

Another of the superior edition of our first novelist, now in process of publication by the above enterprising firm.

As the scene is laid principally in the English channel, and the greater part of the book relates to life upon the water, the author has a good opportunity of displaying his peculiar powers of description in narrating the manoeuvers of ships in storm and calm.—Portions of the work are of absorbing interest, and in style of execution it is fully equal to its predecessors in the series. For sale by Bliss, Eberhard & Festner, of this city. C.

HINTS TO COMMON SCHOOL TEACHERS, Parents and Pupils, or Gleanings from School Life Experience. Revised and Enlarged Edition. By HIRAM ORCUTT, A. M., Principal of Elmwood Ladies' Seminary, West Brattleboro, Vt. Rutland, Vt.: G. A. Tuttle & Co.; Boston: Crosby, Nichols & Lee.

This little book of 144 pages, contains more that is useful to the teacher, than many books of thrice the size. The extract, "School Management," on a former page, will give an idea of the spirit of the author, who really writes from a varied experience.—We would heartily recommend every teacher to get it, and read it, and lend it. It will be sent to any address by mail, on receipt of 12 three-cent postage stamps.

THE

# Wisconsin Journal of Education.

VOL. V. MAY, 1861. NO. 11.

## DIOGENES GIVES A SOLUTION TO A SOLUTION QUESTION

Some allowance must be made for the limitations of human powers, I admit. Everybody cannot know everything. That may be a sad fact; but fact it is: I am perfectly sure of it, and will say it, even if the terrible Mr. Everybody gets angry about it. But worse than that,—it often happens that Mr. Somebody is ignorant of precisely the thing which, under the circumstances, he ought to know. I shall not then allow *him* to take advantage of the excuse allowed to Everybody above; nor shall he escape by alleging that when he was ignorant of what I say he should know, he was so busy knowing some other useful or ornamental fact that he could not afford to know the particular fact which I say it belongs to *him* to know. I like to expose the ignorance of such somebodies; and when a man stands forth as a teacher and author, and teaches dreams for *facts* and nonsense for philosophy, Diogenes will expose him, even if some unfortunate rooster loses every feather to exhibit in nakedness the folly *of a* Plato. Be it known to all persons and parties that I, Diogenes, am still going around with my lantern, looking for honest men and for wise *ones* as well; that I am as currish as ever; that I delight in barking and biting; and that in these days of magazines and newspapers, Diogenes *sometimes* takes the pen and amuses himself with writing in modern style.

*In* the March number of the *Journal*, our friend A. of Berlin asks a number of questions. I don't wonder that A. asked the questions, and *think* B., C., D., and so on to Z., would not be unlikely to ask such:

nevertheless, I laughed, not at A., but at the fog in which Somebody (mischievous fellow) has involved himself and others too. I thought of the Irishman's direction for casting cannon: "take a round hole and pour melted iron round it." Now I'll ask Mr. Z., as I will not be personal with Mr. A., "how could Pat do that without having the melted iron fill up his round hole that he had put in the middle?" "Oh, he couldn't do it at all!" "Well, Messrs. A. and Z., neither can we 'take a certain [or even an uncertain] quantity of water, and after dissolving in it as much salt as it will hold in solution, put in a quantity of sugar, and then have only the same bulk we had before putting in the salt and sugar;' and all philosophizing on such a question is as empty of result as would be an attempt to explain how a man may get fat by eating moonshine with a pitchfork!" [*Loquitur* Miss Nancy: "Ah, Mr. Diogenes, you ought to study rhetoric before you write articles!" *Loquitur* Diogenes: "Ah, Miss Nancy, Diogenes makes his own rules of rhetoric."]

Upon the theory by which some man who is afflicted with mild insanity explains this fancied fact, Mr. A. turns the light of his lantern, and shows that the illustration of oranges, peas and mustard-seeds, is a humbug; and he proposes that we first put in the oranges and mustard seeds, and then see where the peas can go. My friend A. is right; even if the experiment were not a fancy, the illustration is too flimsy to bear the wear and tear of a single unfolding before an intelligent class. If the theory of solution is that particles of salt are smaller than those of water, and occupy the interstices to form a solution; and that in turn the particles of sugar are smaller than those of salt, and occupy the still smaller interstices between the particles of salt and of water; then every one must see that after saturating water with sugar we could not also dissolve salt in it. Now my friend A. next tries his skill at the manufacture of facts without knowledge; for he goes on to say: "But in the other experiment it does not matter which we put into the water first, the sugar or the salt; either way we can get in both." But how do you know it does not matter? You have never tried the experiment. Am I sure that you have not tried it? Yes, sir; for if you had you would have found out that there is a great increase of bulk by the solution.—Don't you acknowledge now that my charge is true?

I did not know until I read the query in the *Journal* that any of "our text-books" furnished such an illustration; but I soon found it in *Parker's Philosophy*, wherein, while discoursing on "impenetrability" the author asserts that fluids are as impenetrable as solids, and says: "A well known fact seems at first view to be at variance with this statement. When a vessel is filled to the brim with water or other fluid, a consider-

able portion of salt may be dropped into the fluid without causing the vessel to overflow. And, when the salt has been added until the water can hold no more in solution, a considerable quantity of sugar can be added in a similar manner. The explanation of this familiar fact is as follows: the particles of the sugar are smaller than the particles of the salt and the particles which compose the water." He then gives a figure in illustration, and suggests the peas-and-mustard-seed experiment.

Now, Mr. Richard Green Parker, A. M., &c., while I am looking for a philosopher, I'll turn the light of Diogenes's lantern on you. You say "filled with water *or other fluid*:" now I'll take some *other fluid*, if you please: let us have olive oil; or melted wax; or kerosene; or oil of turpentine; or absolute alcohol; or quicksilver. "Oh," you say, "salt is either insoluble or but slightly soluble in these." Well, then, let us say aquafortis, or oil of vitriol; will these suit? Mr. Richard Green Parker, was it like a philosopher, like a true teacher, like an accurate man, to put in those words "*or other fluid*?" But I'll go on.—You say that the particles of the sugar are smaller than the particles of water, and than the particles of the salt; implying also that particles of salt are smaller than those of water: do you *know* this, or do you only *fancy* it? Have you ever seen separately those particles of which you talk so glibly; or have you by any other sense ascertained their relative size? Have you in any way obtained proof of what you assert? If not, is it RIGHT for you to teach the youth your baseless fancies as valid explanations in natural philosophy?

But I must let in light upon your "familiar fact." I am obliged to assume, as does our friend A. who uses your book, that you mean to teach that dropping salt into water gradually, so that it is dissolved almost or quite as fast as it is added, even to saturation of the water, does not increase the bulk of the fluid. If you do not mean this, there is no pertinency in what you have said as above quoted. So too you mean that after the water is saturated with salt, sugar may be added in considerable quantity without increasing the bulk of the fluid. So "familiar" is the experiment that one might think that you had often seen it tried. "Mark, now, how a plain tale shall put you down."

I took a druggist's measure-glass and poured into it two fluid-ounces of well-water, the weight of which was about 1000 grains; this quantity of water should be saturated by about 375 grains of common salt; I took 360 grains of table-salt, and dissolved it without heat in the two ounces of water; and when the solution was completed, I measured the liquid and found that I had two ounces and two and a half drams: *the bulk of the fluid was increased fifteen and three-eights per cent.* I then added to the solution of salt sugar to the amount of 720 grains, which

was dissolved without the aid of heat; I next measured the fluid and found that it amounted to two ounces nine and a half drams, having increased in bulk by the solution of the sugar seven drams, or *forty-three and three-fourths per cent* on the original bulk. The total increase by both solutions was *nearly sixty per cent.* The water was still far from saturation with sugar; since, according to Graham (*Chemistry, Part III, Chap.* 22, *Sec.* 1), so much cold water should dissolve 3000 grains of sugar; according to Youman, (*Hand-book of Household Science, page* 207), 2000 grains. At the same rate of expansion that I found in my experiment, which was about six and one-fourth per cent for every 100 grains, the solution of 2000 grains of sugar would have increased the bulk of the mixed solution to thirty-eight drams; an increase of 137½ per cent.

I then varied the experiment by dissolving in other two ounces of water first 720 grains of sugar, which as before added seven drams to the bulk; and second, 360 grains of salt, which added two and a half drams; the results being identical with those of the former experiment.

Now, Mr. Parker, what becomes of this "well-known fact," this "familiar fact?" I fear that your acquaintance with the Fact family, however "familiar," might be bettered by greater intimacy. The whole tribe are said to be stubborn things, and they serve best those who know them best. I found this fictitious philosophy on the 22d page of the revised edition of your book, and while you are correcting it in a future edition, please turn to page 20, and erase *borax* and *silica* from your list of the twelve non-metallic simple elements, and put *boron* and *silicon* in their places: borax is held to be the biborate of soda, composed of boron, sodium, oxygen, and water of crystallization; and silica (or silicic acid,) is the oxyd of silicon. So much for a mere glance into *Parker's Philosophy*. I presume our friend A. will not ask any further solution of his question, and we will leave Mr. Parker contriving fog-wreaths to deck imaginary forms.

In conclusion, Diogenes will tell teachers that they can hardly look with too skeptical a curiosity at experiments and "facts" that are so "familiar" as to have no responsible author, and at theoretical explanations that are not capable of verification. And when we reach the boundaries of our knowledge, let us honestly stop teaching, and abstain from imposing a cloud of words or a tissue of imaginations upon our pupils. There are lessons of wider reach than the matter of salt, sugar, and water, with which we began, that press for utterance; but the cynic has given his growl, and will not now attempt to act the philosopher, being only DIOGENES ON A PRAIRIE.

# AN ESSAY.*

## OUGHT THE SAME COURSE OF STUDY TO BE ADOPTED FOR GENTLEMEN AND LADIES?

Female education is comparatively a new theme. History furnishes no examples of institutions for the training of girls, but ignoring the existence of intellect in woman, custom has heretofore assigned knowledge to the exclusive monopoly of man. A higher civilization and the spread of practical christianity, have demonstrated the necessity for a change.—Beings so diverse in sympathy, in thought and taste, as intellectual, refined man, and ignorant and vulgar woman, could in no wise be fitted to bless and adorn a united life. The soul rejoices most in presence of that most like itself, and a wise man is happy, only in the society of his peers or superiors. To associate habitually with an inferior, whose benighted mind it is impossible to awaken to higher enjoyments, is to compromise our own spiritual dignity, and thus sink in real merit.

Between the ignorant and the learned, there can be no more common sympathies and affiliations, than between darkness and light; knowledge must dispel ignorance, as light darkness, or itself becomes extinct in the cheerless presence.

A want of knowledge in that which most interests your companion, is to him, gross ignorance. A man educated in the law only, is fit only for the society of lawyers. Such a man can be entertaining only to the profession. It may be assumed therefore, without further illustration, that community of thought is essential to happy companionship.

The pursuit of knowledge is two-fold in its object; first, its own acquisition, and secondly, the mental development it insures. And it may be further observed, that each particular science requires for its acquisition, the more constant exercise of a certain class of faculties; and hence, without the study of a particular science, the corresponding faculties would to a great extent, remain inert. Thus, one of the sciences is particularly adapted to bring into use the perceptive faculties; another, the memory; another the imagination; another, the power of reasoning; another, the emotional and the spiritual sensibilities; and any system of education ignoring this fact of adaptation, is not the true one, and should be abandoned.

To argue, therefore, that a different system of mental training is required for the sexes, is to admit an original difference of mind, and thus make man and woman of different species, which is absurd.

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*Read before the Ladies' Literary Society, of Milton Academy, March 21, 1861.

Neither is it sufficient to admit the necessity of *one* system, and demand a variation in the course of training; for, since the pursuit of particular sciences is essential to the development of corresponding faculties, the omission of these, and a partial development of mind, would be in effect, to charge the Creator with having endowed woman with unnecessary faculties, which man, in his superior wisdom, deems it his duty to smother. But nature knows no superfluities, and in the crowning work of creation there can be no cumbrous unessentials; no faculties given to remain inert. A candle hid under a bushel gives no light. The purest gold, hidden away in the deep recesses of some mountain stratum, or the costliest pearls, buried deep among the sands of the ocean's bed, purchase no comforts and please no taste. It is the drawing them forth, and the bringing them into use, according to the design of God, that gives them value. If not employed, all the gifts of Providence are vain. God has given, let man occupy and employ.

But what portion of the mind is it proposed to leave undeveloped? Is it the intellect, the susceptibilities, or the will? Doubtless those favoring partial education will maintain that a *certain degree* of training in each of these divisions of the mind is necessary. But whence the command to improve only part of the talents given us, or what is the excuse for systematically burying powers given for improvement?

For some reason inexplicable to us, the Creator has been unequal in his endowments; and no one can look within himself and say why he, rather than his brother, should be the recipient of five talents; it is sufficient for him to know, that "to whom much is given from him much will be required." Yet in no case are these endowments controlled by sex; but as man and woman are of one race, and have one life, one spirit, and one eternal interest, it behooves us in all things to preserve the oneness, and use our best endeavors to make the unity happy. Considerations of a difference of mission, sphere, calling, or mode of life, are not to be here entertained. First a thorough scientific and literary education; that being attained, profession and vocation follow in timely order.

Precisely here is the source of error, in forgetting that a thoroughly educated person is fitted for every station, in as much as he or she is a full grown man or woman both physically and mentally. When body and mind shall have matured, through a careful system of training, then will the disposition and tastes, and hence the fitness of the individual for a special vocation, appear.

Let it be well understood, that it is not maintained that a fixed and absolute course of study is applicable to all minds; one may be best educated in the pursuit of natural sciences and mathematics; another by the study of language and literature. The propriety of the course will

appear however, in the tendencies and peculiarities of the mind to be educated, and is in nowise dependent on considerations of sex. Popular sentiment has been accustomed to regard certain accomplishments, such as drawing, painting, music and French, as peculiarly feminine, and mathematics, natural history, and the ancient languages, as masculine; but with what propriety, we fail to discover.

Men certainly are not without the necessity of being refined; æsthetics being a principle in all minds, it requires development through the study of the fine arts. Women are not so aerial as to be exempt from the operations of the law of matter; they are not so extremely refined, as to be useless in the practical affairs of life; and hence they require a knowledge of things which lie at the foundation of domestic economy, viz: Natural History and Science.

It is utterly impossible to say to what extent minds differ, until development discovers their peculiar bent. No course, therefore, can be prescribed to govern the law of education, through the entire period of training; a course sufficiently flexible to adapt itself to various dispositions, can with propriety be laid down in the schools, but in no case do observation and experience prove that the same course is not equally applicable to both sexes.

As a question of right, certainly no one will dispute the title of woman to all the branches of knowledge pursued either publicly or privately; but I prefer not to rest any portion of the affirmative on this perogative, lest some over fastidious lord may discover aught that savors of "woman's rights." I choose rather to insist on such a course of training as shall, to the greatest possible extent, promote community of thought, union of interest, harmony of affections and mutual sympathy; and through this, the attainment of the highest happiness and the enjoyment of the most refined pleasures, of which our natures are susceptible.

No considerations of popular sentiment, or false notions of refinement, or penurious reckonings of sordid practicality can obtain here. It is not a question of sex; it is the question of race. In the truth of the affirmative of this question rests the hope of this country's greatness, and about it circle all the virtues and graces of a bright hearth and a happy home; through it is opened the way for the attainment of man's highest condition.

I. F. S.

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In order to deserve a true friend you must first learn to be one.

The passions are the only orators who always persuade.

In matters of conscience, the first thoughts are the best; in matters of prudence, the last.

## MEDITATIONS AND EXPERIENCE OF A TEACHER.

### CHAPTER IV. (CONCLUSION.)

"But can the noble mind forever brood,
The willing victim of a weary mood,
On heartless cares that squander life away,
And cloud young Genius brightening into day?"—CAMPBELL.

First day in my new situation! This morning I arose before daylight and started for the place of my engagement. The stars shone bright and all nature seemed at rest. But whither was I going? What now is to be my experience? Into what vexatious scenes am I perhaps rushing? Or upon what a pleasing field of instruction may I be entering? Oh, my suspense and anxiety! I looked up to the clear sky, and contemplated the stars and planets performing their courses in harmony.—O, that the same harmony existed among mankind! What a pleasing task to unfold the beauties of Astronomy to a class of enterprising pupils! How much more pleasant than to restrain boyish freaks, and battle against prejudice and ignorance!

I begin my school with forty pupils. The school board manifest their interest by attending to witness my commencement, according to my request. My pupils make a good appearance, and they evidently know the object of the school and are resolved to learn. These circumstances are good guarantees of success. As I have made a good beginning, I will try to keep up the interest and make this in reality a good school. It is in a place where education is appreciated. This school has had a good reputation, and I see how its reputation can be kept up. No rebellious and impudent disposition appears among the pupils—they delight in study. How can a true teacher be otherwise than pleased in having such a charge? What a contrast with some other schools in which I have been engaged! Close of the first week! A week is always an era in a school. I am becoming better acquainted with my charge; and I see better how to lead them onward and up the Hill of Science. The labors of a faithful teacher among them will avail much. Their intelligent countenances, and peaceful dispositions, betoken much in their favor. Whence come these good qualities? And why do I see such a contrast between them and the thoughtless, wayward, and prankish youth that have been under my charge? It is because their home training has been well performed. Oh! how important is correct and efficient home discipline. If the home work of education be neglected, that of the school will be less effective, and perhaps it will avail nothing. The parent has more influence for either good or evil than the teacher.—Thorough and efficient education requires the co-operation of parents and

teachers. But how unfortunate it is that parents and guardians do not give the subject of moral culture the attention which it deserves! Their charge involves a great responsibility. Well may they tremble in view of it. When their sons and daughters have grown to maturity, then it will be manifest how their minds have been moulded by home influence and the discipline of the school.

What ingratitude is often shown towards teachers! How unmindful are many persons of what their instructors have done for them! They prize their learning, but think very little about the source whence it comes. It is hard for mankind to acknowledge that in a former time they were more ignorant and less wise than at present. It is hard too for them to acknowledge their present imperfections. Both of which are confessed when they acknowledge what their instructors have done for them, and that they may yet learn more. When the pupil pores over a book under the surveillance of a master, and does not see and realize the beauty and worth of scholastic learning, his progress is slow. But when he can make a display of his erudition, then he has a stimulus that impels him to diligence in study. Then if he looks to display alone, his ambition will soon be spent, and his attainments only superficial. Hence we have so many smatterers in science. Nature gives to all persons minds more or less adapted to moral culture. Every sane mind is a receptacle for knowledge, and wisdom is its best treasure.

I am now teaching where I have been known many years. My connections too are well known. These circumstances aid me much. Want of the same has been a great hindrance to my success, when I have been a stranger, in a strange place. It has left the way open to suspicion.—The disadvantages under which I labored were not duly estimated.—Because I was a stranger, the people felt more freedom to vent their spleen at me, than at one of their community. They were also more free to watch and criticize my operations. Too many people cannot estimate true merit properly, unless it be backed by wealth and respectable family connection. But what a fallacious standard is this! By it many unworthy characters are promoted to stations for which they are totally unfit. By it the profession of teaching is often disgraced. I have known it done, and has not my reader too? The teacher of youth must have such a character as wealth and family connection alone cannot give.

As my term approaches its close, my plan is to continue in the even tenor of my way, and strive to do my whole duty just as I did in the beginning. If my school diminishes in interest, I must not be the cause. If my strict discipline has provoked any, their ill conduct was the cause. I have tried to perform my duty faithfully; and gladly would I have done more than I have done. But, alas! for my incapacity. The wants

*school moneys to the several school districts or sections.* In New York it is distributed according to the number of residents of school age (a principle of distribution which some parties would wish to restore in Canada); with us, the school money is apportioned to counties and townships, cities and towns, according to average attendance each half year—including both the length of time and the daily attendance during each half year This is the chief reason why our schools are kept open ten months on an average, while in the State of New York they are kept open eight months in the year; and this is a chief reason also of the larger as well as more regular attendance at our schools in the rural districts, as the principle does not apply to each school separately in cities and towns (all the schools in each city or town being under the management of one Board of School Trustees,) as it does to each school in the townships."

[We next give place to a communication from a Town Superintendent in Winnebago County, which very well states the objections to the plan of apportioning public school-money according to attendance :—]

WINCHESTER, WIS., MARCH 23, 1861.

REV. J. B. PRADT, DEAR SIR :

I noticed in the *Journal* of February, a request from Mr. Griffith, of Menasha, that you would lay before the teachers of the State the question, "Would it be for the interest of Common Schools to apportion the public money according to the number of whole days in attendance," etc. Now, sir, such a change as is contemplated in the question above, is of considerable importance, and I think it is proper for every one interested in educational matters to speak out, and by so doing, provoke discussion, which will have a tendency to show the subject in its true light.

For one, I should be opposed to such a change, for reasons which I will state as briefly as possible :

First, it will have a tendency to take the money from the newly settled portions of the country, where it is needed most, and carry it into cities and villages where it is needed least; for in the new settlements, the people are almost entirely of the poorer classes, and are compelled to employ such of their children as are old enough to be of any service to them, much of the time during the year. Consequently the average attendance in such places must be small. While in the cities and villages, the people are in better circumstances, and have little or no cause for keeping children from school.

In the second place, in newly settled parts, the districts are generally large, and many must live at a considerable distance from the school house, and therefore stormy weather and bad roads reduce the average

attendance, while in the cities and villages, the di-tricts are small, and scholars may attend in all weather, and without much inconvenience.—Again, if, as I believe would be the effect, under such a change, the public money is to a considerable extent withheld fr m new country places, many schools would be abandoned through inability to raise a sufficient tax to support them, and hundreds of children would be deprived of the advantages of schools, while perhaps tens at most, would be added in the cities.

With this sir, I will dismiss the subject for the present; with the hope however, that these remarks may call out some ideas from better heads.

I had intended to offer some remarks on the bill before the Legislature to substitute County for Town Superintendents; but time and space forbid, and I will only repeat an expression I h ard a few days since, viz: "It's poor policy to adopt a system that has been tried and abandoned by other and older States."

Yours, Respectfully,

J. N. CLARKE.

[Mr. Clarke's informant is probably not aware that in New York the office of County Superintendent, though abolished, was restored, in a modified form, from a conviction of its necessity;—but please read the following letters:—]

## A LETTER ON SCHOOL MATTERS.

FOND DU LAC, MARCH 25th, 1861.

MESSRS. EDITORS:—

I am encourged by your liberal invitation for communications, to offer a few remarks on matters connected with the educational interests of the State.

Observation of influences operating to retard the advancement of education, has led to the conclusion that there are some radical defects in our school system, which tend to defeat its full development and usefulness, in promoting the general education of our youth, and induces an attempt to trace some of these defects, and expose them to the notice and consideration of the public, with the hope that comments and suggestions may follow, and lead to a proper remedy.

The ranks of youth furnish the majority of our aspirants for examination and qualification as teachers, and the encouragement of this plan prematurely places many a mere child in control of a school, of which such tyro teacher, should rather have continued a pupil! Many a youth of advanced educational acquirements, is unfitted for the position of teacher, from lack of a corresponding advancement towards stability of character. Natural impulses and genial feelings must be brought under control; the *youthful* teacher must learn to do violence to the

proper sympathies of his nature, and cheat his heart of its natural longings, before he can offer himself as a properly qualified teacher. How common, how frequently recurring, the disappointment of the expectations of a district, and how universal the similarity of cause—youthfulness of teachers; sociality leading to familiarity and frivolity, and thence, to an utter lack of discipline. Another attendant and enduring evil is, that such juvenile teachers are deprived of the benefits provided by our school laws, at the very period when the greatest comparative benefit could have been secured, by a continuance of their studies. Yet another evil is presented in the fact that many are subject to no other control, than that of their own will and unmatured judgment, at an age, when a controlling supervision is demanded for the securement of a proper formation of character.

Might it not be well then to provide by law, that no person under the age of twenty years, shall be employed as teacher of a district-school, and that no person under the age of 18 years, (male) or 16 years, (female) employed as an assistant teacher, shall be entitled to pecuniary compensation?

The indifference or apathy of many parents exerts a most prejudicial influence, operating immediately to the detriment of the neglected child and indirectly to the injury of the whole school.

A question of equity here presents itself in support of remedial action; for if it is just that an entire people, should be taxed for the purpose of securing that, which is held to be a necessary good, the taxation to secure such common good, should be equal (the same rate of tax throughout the State) and sufficient for the end, and obligation on the part of the people to avail themselves of the benefits provided, should exist, and be enforced. Would not a State tax for educational purposes be a more equitable tax, than the taxes now levied?

Again, should not all State educational funds, from whatever source obtained, be apportioned according to the aggregate number of days' attendance at school during the year? Under our present rule of apportionment, many districts receive only 70 or 80 cents per child actually attending school, whereas others receive far more, and some as high as $7,00 and $8,00 and upwards for each scholar! Alter the law in this respect, and it may be found, that the parents of a district, anxious for the welfare and proper education of their children, will bestir themselves to secure the proper funds of the district, by inducing the attendance of all the children thereof; and a remedy may thus found for the indifference and apathy that now obtain.

To take a position against the cheapening of the periodicals and other like publications of the day, might be construed into a position against

educational advancement and intellectual enjoyment, and therefore I will confine my remarks to the school-district interests of our community.—And here I would express the conviction that parents, guardians and teachers, should supervise, regulate and control the reading of minors, and one of the highest qualifications a teacher can possess, is the ability to lead his school, step by step, towards a proper choice of instructive, recreative and pleasurable readings. Comment might be particularized; and especially the baneful effect upon the youthful mind, of *certain* periodicals, and *cheap pamphlet* publications, sought for with hungry avidity by many children, might be exposed; but it is sufficient to show that it is improper to permit children to cultivate a morbid taste for the passionate extravagant, marvelous, &c., to the exclusion of the really useful. Upon the early formation of a proper taste for instructive reading, much of the enjoyment and usefulness of life will depend, and too much caution cannot be observed by parent or teacher, for the exclusion of improper and uninstructive reading. A child may evince a passionate fondness for a certain style and character of reading, to the exclusion of all inclination for any differing therefrom. These reflections are derived from consideration of the prevailing evils arising from an unrestrained indulgence in the so called light literature of the day; evils that greatly retard educational progress in our district schools. Many also of our adult native population, indulge in reading of a character, which if harmless to them, is a sure and destructive poison to the minds of those, for whose welfare they are responsible.

Where and in what shall we find a remedy for this evil, and how secure its use?

As a work for the persual and study of our teachers and advanced youth, the *Journal* is pre-eminently useful;—not so, however, for the generality of the pupils of our school districts. Not because that any article therein contained is objectionable, but because the educational progress of a very great majority of them is insufficient, and because where it is adequate, the taste for such reading as a general rule has never been cultivated.

It would seem then that in addition to the *Journal of Education*, there should be circulated, at the expense of the State, a weekly paper, strictly Juvenile, for gratuitous distribution among children attending school—one copy to every ten or twenty of such attendance, and that teachers should be obligated to have such paper read in class, commented upon and explained.

Of course, the usefulness of such a paper would largely depend upon its editorial committees; and their action might from time to time be amended, by consideration of the suggestions of those whose duties bring

them more intimately in connection with our schools, and thus make them acquainted with their wants.

The following is suggested, with some diffidence, as a plan for such a publication :—one half of the paper to be devoted to editorial matter, original and selected ; one fourth—original and selected matter—to the benefit of pupils attending the district schools ; one fourth to parents, teachers, and the higher schools. The paper should also be open to contributions, but their publication, as well as the general management of the paper, left to editorial discretion. Natural philosophy, moral law, political economy, (see Miss Martineau,) history, &c., should be introduced, in the plainest style of narrative form, and discussion of conflicting views invited. Allegory, fable and amusing anecdote should abound, and the charade, riddle, enigma, puzzle, instructive and harmless games, etc., should give variety to its columns. Arithmetical, mathematical, scientific, and other questions, should incite the studious. In fact, every expedient should be brought into action, to make it the *ad captandum et vis a tergo*, by which our youth may be impelled and covertly guided.

These crude views are respectfully submitted by a parent. G.

P. S. A County Superintendency is the true system, provided that certificates of qualification, prior to nomination, be a sine qua non of eligibility ; notice of qualifications required, to be sufficiently published before election; the examining board to be under the immediate direction of the State Superintendent, and not more than three certificates to issue for any one county.

## EXTRACTS FROM LETTERS.

An intelligent District Clerk in Fond du Lac County, says—in a letter shown us by a friend—after expressing the same views in regard to the County Superintendency :

"The apathy of parents is commented upon in the State Superintendent's Report, and presents a very different issue. It would seem as if many thought that duty commenced and ended with vote and payment of taxes. How are we to reach such? The law is predicated on the belief, that general education is necessary for the common good of the community at large, and taxation is provided for accordingly. Now if we are taxed to secure a certain good, does it not follow that the law should as certainly secure the good, as it does the money for it ? It has been argued that it would be tyrannical to compel attendance of children ; that although the Prussian school laws are pre-eminently excellent, they are unsuited to a Republican country. Perhaps they are ; but attendance might be forced through the pockets of parents. If a man pays a

tax, he wants his children privileged to avail themselves of it, although he may not care whether they do so or not. Take away the privilege, and you will see that he will think more of the use of it, and thus regain it. I mean that the apportionment should be made upon the aggregate number of days' attendance at school. It is just as easy, when once the law. It would require a greater accuracy in the keeping of the teacher's journal, and inspection of it by school-boards.

It is thought that it would work to the disadvantage of country districts; but if you will examine Milwaukee and other cities, you will see that it cannot do so. Is it just, that many districts should receive only 65 or 70 cents per scholar attending school, and others receive $6 or $7, or even more per scholar? I am not talking wildly, for I *can prove* this disparity. As the principle is a general one, and the benefit a common one, taxation for the purpose for a certain length of school should be a *State* tax, and be added too and apportioned with the other funds.—Provision could avoid necessity of remittance of it to Madison.

Under any circumstances, tax should be unform in a Town, for same period of school, and apportionment made as suggested. If this principle was adopted, you would find that towns would soon grade their schools; without which, a certain point of advancement may be reached, but all beyond is forbidden fruit, at a District school.

A retiring Town Superintendent in Rock County, says:

"I heartily coincide with you in relation to a County Superintendency, and might illustrate some of the considerations you have presented, from the history of the school management of our own town."

A District Clerk in Walworth, Walworth Co., writes:

"We have carried, by vote of our district, the establishment of a Union High School. If we can get one or more districts to go with us, we shall have what is a blessing to any community."

[Let the Legislature give us the Town District System, and this "blessing" will be within the reach, and offered to the acceptance of every town—as soon as it has sufficient population —ED. JOURNAL.]

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Nothing is really troublesome that we do willingly.
By preparing for the worst, you may often compass the best.
The injustice from which a man has most to fear is his own.
Black swans and wise lovers are great rarities in the world.
The memory should be a store house not a lumber room.

[For the Journal of Education.

## MONITIONS.

INSCRIBED TO A PARENT.

On the fair field, that now all fallow lies,
Sow goodly seed, ere noxious weeds arise—
That in that mellow mould will rankly grow,
And bring forth fruits of wickedness and woe!

Sow goodly seed! and let no baleful tare
Appear to choke the plants upspringing there.
Each chance-sown weed with gentle hand uproot,
Lest you destroy some young and tender shoot;

Or warp to wrong, by your *severity*,
And mar the beauty of the future tree;
Or leave a scar, that time will fail to heal,
Though a *smooth surface* may the mark conceal.

Then will thy offspring cheer thy life's decline;
Repay with interest every care of thine;
And when the sands within thy glass are run,
Thou wilt receive the *meed of duty done!*

BELL CENTER, WIS., ELIZA McCARTHY.

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To the man of strong will and giant energy, possibilities become probabilities, and probabilities certainties.

It is a glorious thing to resist temptations; but it is a safe thing to avoid them.

You need not talk much to get a reputation for good sense. One good remark is better than twenty dull or common ones.

Madame de Stael says there is often in the heart some innate image of the beings we are to love, that lends to our first sight of them almost an air of recognition.

The human heart beats about seventy-two times in a minute; or in a life of sixty years, two thousand millions of times.

## HOME CONVERSATION.

CHILDREN hunger perpetually for new ideas, and the most pleasant way of reception is by the voice and the ear, not the eye and the printed page. The one mode is natural, the other artificial. Who would not rather listen than read? We not unfrequently pass by in the papers a full report of a lecture, and then go and pay our money to hear the self-same words uttered. An audience will listen closely from the beginning to the end of an address which not one in twenty of those present would read with the same attention. This is emphatically true of children. They will learn with pleasure from the lips of their parents what they deem it drudgery to study in the books; and even if they have the misfortune to be deprived of proper educational advantages, they cannot fail to grow up intelligent, if they enjoy in childhood and youth the privilege of listening daily to the conversation of intelligent people. Let parents, then, talk much and talk well at home. A father who is habitually silent in his own house, may be, in many respects, a wise man: but he is not wise in his silence. We sometimes see parents who are the life of every company which they enter—dull, silent, uninteresting at home among their children. If they have not mental activity and mental stores enough for both, let them first provide for their own household. Ireland exports beef and wheat, and lives on potatoes; and they fare as poorly who reserve their social charms for companies abroad, and keep their dullness for home consumption. It is better to instruct children, and make them happy at home, than it is to charm friends or amuse others. A silent house is a dull place for young people—a place from which they will escape, if they can. They will talk or think of being "shut up" there; and the youth who does not love home, is in danger. Make home, then, a cheerful and pleasant spot. Light it up with cheerful, instructive conversation. Father, mother, talk your best at home. —*The Moravian.*

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EDITOR JOURNAL:—The puzzle on page 306 of the *Journal* is easily shown to be impossible by the following reasoning: It is self-evident that at each of the points whence *three* lines radiate, there must be either the *beginning* or the *ending* of a stroke; and as there are eight such points, there must be, at least, eight beginnings and endings, or at least four strokes. JAS. M. INGALLS.

# SUPERINTENDENT'S DEPARTMENT.

The various enactments of the session of the Legislature just closed, which have a bearing upon the common schools of the State, will be published in the June *Journal of Education*. Previous to this, however, it may not be amiss to state the main features of the Bills passed.

Early in the session a bill was passed authorizing the apportionment of all moneys, coming into the hands of the Town Superintendents before the third Monday of March, on that day. This was restoring the old law, except so far as relates to State apportionment, which will be made between the tenth and fifteenth days of June. Interest upon school land certificates and School Land Loans, will be received without penalty or forfeiture, until the 31st day of May.

Districts having less than 250 inhabitants, are, by an act of the past session, limited in the amount of tax they can raise for Teachers' wages and incidental expenses, to $300 for any one year; they are also limited in the amount of tax that they can raise for building school-houses, to $300, unless by permission of the Town Superintendent, who must make certificate that a larger sum is needed. All districts having 250 inhabitants or more are left subject only to the restrictions of the old law, i. e., with no limit as to amount that may be voted for Teachers' wages, and incidental expenses, and with the limit of $500 for building school houses, unless the Town Superintendent make certificate that a larger sum is needed.

An act was passed late in the session, establishing a County Superintendency of schools. Its main features are as follows:

1. Each County elects one Superintendent at the general election next fall. Counties having more than 25,000 inhabitants, *may*, if so determined by the Board of Supervisors, elect two Superintendents. Any County having two Senatorial districts, *must* elect two Superintendents.

2. The salaries of the County Superintendents are to be fixed by the County Board of Supervisors—with this provision, any county having over 15,000 inhabitants must pay at least $600 per annum; and any county having over 8000 inhabitants, must pay at least $400 per annum. This is designed as a minimum, and is not to be considered as the salary to be paid.

3. The amount of salary, when fixed upon, will be added to the tax levied by the county board upon the several towns for school purposes.

4. The County Superintendent will divide his County into a convenient number of districts (not to exceed four towns each) for the examina-

tion of Teachers. In each of these districts he will hold two sessions each year, for the purpose of examining applicants for licensure as teachers. Of these sessions he will give at least 30 days notice to each of the district clerks of the inspection district, that the teachers to be employed by them may be present for examination. In the smaller counties it is presumed that the Superintendent will hold an examination in each town. His other duties are fully stated in the act, which will be published next month.

5. The office of Town Superintendent of Schools is abolished from and after the first of January, 1862; and all the duties heretofore devolving upon the Town Superintendent are to be divided as follows:

The Town Board of Supervisors has charge of formation and alteration of School Districts.

The Town Treasurer applies for, receives and holds all school moneys, subject to the order of the Town Clerk, who makes the apportionment of all public funds among the several districts. The Treasurer of the several districts will receive the moneys belonging to their districts directly from the Town Treasurer, upon presentation of an order from the town clerk.

The Town Clerk makes all reports heretofore made by the Town Superintendent. The inspection of Teachers and the general supervision of schools are among the duties of the County Superintendent. The District Board are required to visit the schools.

A complete revision of the law, or rather a *compilation* of it, intended mainly to adopt it to the County Superintendency, was presented to the Legislature, was passed by the Assembly, but failed in the Senate for want of time to consider it. No radical changes were made, but simplification and collating were intended.

The Summer will be devoted to its consideration, and any suggestions relative to needed changes or modifications, will be thankfully received.

Among the failures of important measures, I regret most the failure of the Township Library Bill. It passed the Assembly by a decided majority, but failed in the Senate. The law creating the fund still remains unrepealed, but the fund must lie idle in the Treasury another year, to be yet further increased by another tax and by another addition of ten per cent of the school fund income.

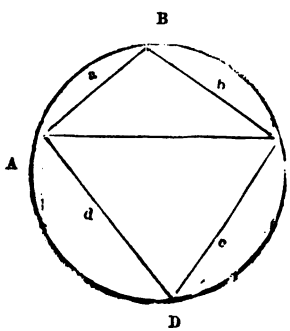
To the discussion of this matter, I hope some attention may be given during the summer. The Editor of the *Journal* most cordially joins me in inviting communications on either side of the question.

To the County Superintendency, considerable space will be devoted during the months intervening between this time and the time when it goes into operation.

N. B.—Town Superintendents, who have not yet done so, will confer a favor by informing this Department at once, of their Post Office address. Many re-elected forget that we do not know the fact as well as themselves; and as the editor of the *Journal of Education* still lacks the names of some of the District Clerks, the Superintendents are again requested to complete and correct the lists as soon as convenient, and send them in. The number of the District, and the Post Office address of the Clerks, should be given in all cases; and where a *change* of address is to be made, the number and post office of the old Clerk, as well as the new one, should be given.

J. L. PICKARD,
*State Supt. Pub. Inst.*

# MATHEMATICAL DEPARTMENT.




*Solution of Problem* 7.—Let $ABCD$ be a quadrilateral. Designate the angle $A\,B\,C$ by $v$, $A\,D\,C$ by $w$, the diagonal $A\,C$ by $x$, and the sides as in the figure. The area of the triangle $A\,B\,C=\frac{1}{2}a\,b \sin b$; and of $A\,B\,C=\frac{1}{2}c\,d \sin w$. If $y=$ the area of the quadrilateral we shall have $y=\frac{1}{2}a\,b \sin b+\frac{1}{2}c\,d \sin w$ (1). We also have $x^2=a^2+b^2-2\,a\,b \cos b=c^2+d^2-2\,c\,d \cos w$ (2). Differentiating (2), making $v$ the independent variable we have $2\,a\,b \sin v\,d\,v=2\,c\,d \sin w\,d\,w$, (3). Differentiating (1) and substituting for $d\,w$ its value found from (3), we have $\frac{d\,y}{d\,v}=\frac{a\,b\,sin\,(b+w)}{2\,sin\,w}$ and $\frac{d^2y}{d\,v^2}=-\frac{a\,b\,sin\,(v+w)}{2\,cos\,w}$ Making the first differential co-efficient $=o$, we have $sin\,(b+w)=o$ . $\therefore$ $v+w=280°$. If we substitute this value of $v+w$ in the second differential co-efficient it reduces to $o$; as do all the succeeding eleven co-efficients. But there is no room for uncertainty in the result; and the maximum quadrilateral bounded by a given perimeter is one whose opposite angles are supplements of each other, or in other words, one that can be circumscribed by a circle. To find the maximum area we have from (1) since $sin\,v=sin\,w$, $y=\frac{sin\,v\,(a\,b+c\,d)}{2}$ (4). Also from (2), $a^2+b^2-c^2-d^2=(2\,a\,b+2\,c\,d)$

$\cos v$. (5). Multiplying (4) by 4 we have $4y = \sin v\ (2\ ab + 2\ c\ d)$. (6). Squaring (5) and (6) and adding, we have, $16y^2 = (2ab + 2cd)^2 - ((a^2+b^2)-(c^2+d^2))^2 = [(a^2 + 2ab + b^2) - (^2 - 2cd + d^2)]$ $[(c^2+2cd^2)-(a^2-2ab+b^2)] = [(a+b)^2-(c-d)^2]\ [(c-d)^2-(a-b)^2]$ $= (a+b+c-d)\ (a+b-c+d)\ (a-b+c+d)\ (-a+b+c+d)$. Putting $S = \frac{1}{2}(a+b+c+d)$ we have $y = \sqrt{(S-a)\ (s-b)\ (s-c)\ (s-d)}$.

Evansville Seminary. JAS. M. INGALLS.

*Solution of Problem* 12.*—Required the latitude and longitude of a place equidistant from London, (lat. 51° 30′), Moscow, (lat. 55° 45′; long. 38°), and Constantiople, (lat. 41° 30; long. 29° 15′).

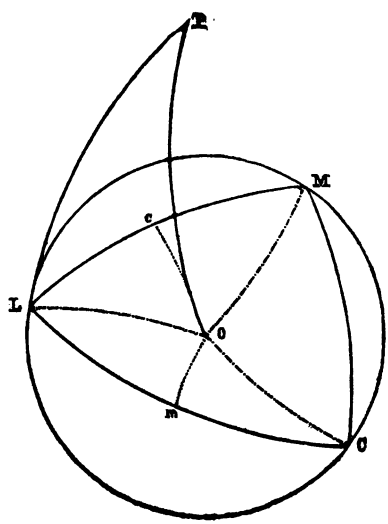
The distance from London to Moscow, upon an arc of a great circle, $L\ M, = 22°\ 38'$.

From London to Constantinople, $L\ C, = 22°\ 16'\ 48''$.

From Moscow to Constantinople, $M\ C, = 15°\ 20'\ 30''$.

The bearing from London to Moscow, $P\ L\ M, = 64°\ 12'\ 30'$.

We have now to find the pole, $O$, of the small circle, in which the spherical triangle, $LMC$, is inscribed.




Bisect the arcs $M\ L$ and $L\ C$, in the points $c$ and $m$, respectively, and draw the perpendicular arcs $c\ O$ and $m\ O$, which meet in the point sought. Join $L\ O$, $M\ O$, and $C\ O$; they are equal, and let $L\ O = R$; then, $2\ O\ L\ M$ *plus* $2\ O\ M\ C$ *plus* $2\ O\ C\ L = A$ *plus* $B$ *plus* $C$; $\therefore\ O\ L\ M$ *plus* $O\ M\ C\ L = \frac{A \text{ plus } B \text{ plus } C}{2} = S$; $\therefore\ OLM = S - (O\ C\ M$ *plus* $O\ C\ L) = S - C$; then, by *Napier's* rules.

(I) $\cot R = \cos (s-c)\ \ \cot \frac{L\ M}{2}$. As we have the sides of the triangle, we may find the angles, and thus find the value of $S-C$, and so proceed to obtain $\cot R$.

The computations will be abridged by formula following:

$$\cos (s-c) = \cos\left(\frac{A \text{ plus } B}{2} - \frac{C}{2}\right) = \cos\left(\frac{A \text{ plus } B}{2}\right) \cos\frac{C}{2} \text{ plus } \sin\left(\frac{a+b}{2}\right)$$

Sin $\frac{C}{2}$; expand $\cos\left(\frac{A \text{ plus } B}{2}\right)$ and $\text{Sin}\left(\frac{A \text{ plus } B}{2}\right)$, and substitute for Sin $\frac{A}{2}$, Sin $\frac{B}{2}$, Cos $\frac{A}{2}$, and Cos $\frac{B}{2}$, their values in terms of the sides the triangle, and reducing, we have, $\text{Cos}\,(S-C) = \frac{\text{Cos}\,\frac{A}{2}, \text{Cos}\,\frac{B}{2}}{\text{Cos}\,\frac{C}{2}}\,\text{Sin}\,C.$

But $\text{Sin}\,C = 2\,\text{Sin}\,\frac{C}{2}\,\text{Cos}\,\frac{C}{2} = \frac{2}{\sin b \sin a}(\text{Sin}\,s.\ \sin\,(s-a).\ \sin\,(s-b).\ \sin\,(s-c))^{\frac{1}{2}}$, whence $\cos\,(s-c) = \frac{2\cos\frac{a}{2}\cos\frac{b}{2}}{\cos\frac{c}{2}\sin b.\ \sin a}\,(\sin\,s.\ \sin\,(s-a),\ \sin\,(s-b)\ \sin\,s-c))^{\frac{1}{2}} = \frac{(\sin\,s.\ \sin\,(s-a).\ \sin\,(s-b).\ \sin\,(s-c))^{\frac{1}{2}}}{2.\ \sin\frac{a}{2}.\ \sin\,\frac{b}{2}.\cos\frac{c}{2}}$

which substituted in (I), gives $\cot R = \frac{(\sin\,s.\ \sin\,(s-a)\ \sin\,(s-b)\ \sin\,(s-c))^{\frac{1}{2}}}{2\,\sin\frac{a}{2}.\ \sin\,\frac{b}{2}.\ \sin\frac{c}{2}}$

$= 11^\circ\ 57'\ 57''$.

By *Napier's* rules, $M\,L\,O = 19^\circ\ 13'$ which, added to $P\,L\,M$, gives $P\,L\,O = 82^\circ\ 25'\ 30''$; then from triangle $P\,L\,O$, we have $P = 19^\circ\ 12'\ 55''$, the Longitude required; and $Co.\ P\,O = 41^\circ\ 17'\ 12''$, the Latitude required.

S. H. P.

Fond du Lac, 1861.

*Note.*—We have the pleasure of stating that we have received several solutions to problem 12, besides the above.

* From a scarcity of types for the sign plus, we are obliged to use the word.

## THE PHONETIC ALPHABET.

(PHILOSOPHICALLY ARRANGED—BY E. LONGLEY.)

| LONG VOWELS. | | | | SHORT VOWELS. | | | | SHADE VOWELS. | | | | COALESCENTS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| printed | sounded as | | | printed | sounded as | | | printed | sounded as | | | printed | sounded as | | |
| Ɛ | ɛ | *ee* | in *eel* | I | i | *i* | in *in* | E | ẹ | *ea* | in *earth* | Y | y | *y* | in *yea* |
| Ɑ | a | *a* | *ale* | E | e | *e* | *ell* | Ą | ą | *a* | *air* | W | w | *w* | *way* |
| Ą | ɑ | *a* | *arm* | A | a | *a* | *am* | Ɑ | ɑ | *a* | *ask* | | | | |
| Θ | ɵ | *a* | *all* | O | o | *o* | *odd* | DIPTHONGS. | | | | ASPIRATE. | | | |
| Ω | ω | *o* | *ope* | U | u | *u* | *up* | Ɨ | ɨ | *i* | *isle* | | | | |
| Ʊ | ʊ | *oo* | *food* | Ʊ | u | *oo* | *foot* | Ɔ | ɔ | *oi* | *oil* | H | h | *h* | *hay* |
| | | | | | | | | Ȣ | ȣ | *ow* | *owl* | | | | |
| | | | | | | | | Ʉ | ʉ | *u* | *mule* | | | | |

| EXPLODENTS. | | | | CONTINUANTS. | | | | LIQUIDS. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | printed | sounded | as | | printed | sounded | as | | printed | sounded | as |
| P | p | *p* | ro*p*e | F | f | *f* | sa*f*e | L | l | *l* | fa*ll* |
| B | b | *b* | ro*b*e | V | v | *v* | sa*v*e | R | r | *r* | fo*r* |
| T | t | *t* | fa*t*e | Ħ | ƀ | *th* | wrea*th* | NASAL LIQUIDS. | | | |
| D | d | *d* | fa*d*e | Ƌ | ƌ | *th* | wrea*th*e | M | m | *m* | see*m* |
| Є | ç | *ch* | et*ch* | S | s | *s* | bu*ss* | N | n | *n* | see*n* |
| J | j | *g* | ed*g*e | Z | z | *z* | bu*zz* | Ŋ | ŋ | *ng* | si*ng* |
| K | k | *k* | lo*ck* | Σ | ʃ | *c* | vi*c*ious | | | | |
| G | g | *g* | lo*g* | Ʒ | ʒ | *s* | vi*s*ion | | | | |

# EDITORIAL MISCELLANY.

## ENCOURAGEMENT TO SCHOOLS.

THE first of the annexed resolutions was adopted by the Ex. Board of the Illinois State Agricultural Society. What ever came of it, we do not know, but we venture to commend it to the adoption of our own State Agricultural Society, and would propose the further object of encouragement embodied in the form of a second resolution, and a method for carrying out the plan, in a third:

"*Resolved*, That this Board offer a special premium of a library, to be selected by this Board, not exceeding fifty dollars in value, for the best regulated and conducted school in this State—special reference to be had to its adaptability in its system of instruction to the wants of the children of the industrial classes, and to the encouraging and elevating the character of industrial pursuits, and those who engage in them."

2. *Resolved*, That this Board offer a special premium of a set of School Apparatus, worth $50, to be selected by the State Superintendent and the President of the State Teachers' Association, for the School-House Grounds, in any school district, which shall exhibit the most creditable improvement, cultivation, and embellishment.

3. *Resolved*, That the award of the foregoing premiums shall be made by a committee to be appointed by the State Teachers' Association at its next annual meeting, provided that the expense of the visit to the competing schools and districts by the committee, shall be borne by the Association aforesaid.

We believe the Executive Committee of the State Agricultural Society would be disposed to look favorably upon these measures, and therefore throw out these suggestions in hope that the subject will be taken up by others; and we have no doubt that the Association will at least consider the matter, if brought forward at the next meeting.

But the County Agricultural Societies can also do something in the same direction. The following preamble and resolutions were adopted by the Kenosha County Teachers' Association, more than a year ago, and were designed for publication in the *Journal*, but some accident or oversight prevented. We now give them, and would suggest that after annexing to them the three foregoing resolutions, with proper alterations, the Teachers' Associations in the different counties endeavor to procure favorable action on the part of their own County Agricultural Society.

"*Whereas*, The teachers of common schools labor under no little embarrassment for want of proper maps and apparatus for the familiar illustration of the different branches taught, and for the want of various books of reference, scientific, historical, and otherwise, and also for the want of the necessary school furniture: and, *Whereas*, the Kenosha Co. Agricultural Society has been in the habit of offering prizes for the best specimens in various branches of the fine arts, and for the exhibition of many articles, in our estimation, of no more importance than school furniture and apparatus, therefore,

"*Resolved*, That the Members of the Kenosha County Teachers' Institute, do petition the Kenosha County Agricultural Society to offer suitable premiums at their next annual exhibition, for the best collection of Outline Maps, Globes, Charts, and Apparatus for school illustrations—for the best School District Library, and for the best collection of School-house Furniture, and number of feet of Blackboard reported, exhibited by any of the common schools of the county.

"*Resolved*, That we recommend suitable premiums to be offered for the best and second best specimens of Map Drawing, exhibited by scholars of the county under ten years of age; also for the best and second best specimens of Map Drawing and Penmanship exhibited by scholars over that age.

"*Resolved*, That a committee of three be appointed by the President, to present this subject to the Co. Agricultural Society, at its next quarterly meeting."

THE INSTITUTES.—Since our last issue, Institutes have been held at Mazo-Manie, Prairie du Chien, and Sheboygan. One was called for at Mineral Point, but given up in consequence of the state of the roads One or two more are yet to be held, when we shall hope to give a brief account of the series. So far they have, as heretofore, passed off, we believe, to general satisfaction.

A writer in the Oconomowoc *Free Press*, however, whom the editor speaks of as "a lady of taste and cultivation," gives some pretty sharp criticisms as to what fell under her observation. She complains of defects in the spelling and other exercises, and of the "Jonathan-in-the-West" mode of accommodating teachers, as she describes it, and speaks of it as a "tax imposed upon the citizens—convenient or not convenient"—by a state officer, &c.

As a sort of general reply to criticisms of this nature, we would remark: that teachers are called together and instruction sought to be given them, not because they are all of them as well qualified as they ought to be, but because it is conceded that many of them are not. One benefit of the Institutes is, that they

make many aware of the defects in their education, and awaken a desire for improvement. Another important benefit is, that the younger and less experienced teachers profit by the society and instructions of those who have had more experience. That so many teachers are young, and not as highly educated as teachers should be, is not a matter for which they should be faulted; the blame rests upon the community at large, for not requiring a higher grade of qualifications, and offering sufficient pecuniary inducement therefor; and upon the State, for not providing more effectnally for the training of teachers; and the suggestion of the writer, that the State shall "establish a through Normal Institute for the education and qualification of teachers, and allow none to teach, without at least a year in her discipline, and a certificate from the comptroller, of their qualificaticns," is a good one, and will, at no distant period, we hope, be realized.

As to entertainment, no Institutes have been appointed except in localities where they have been asked for, and an offer of entertainment tendered. We suppose that the temporary inconvenience is, for the most part, cheerfully put up with, for the sake of the general good, and the satisfaction of the lectures and other exercises which the Institutes bring. In several places Institutes have been asked for a second time.

A member of the Institute criticized has replied to the criticisms, we observe, so that we need say no more.

Spelling Again.—A friend at River Falls, Pierce County, in a letter recently sent to us, adverts to the interest which the *Journal* has sought to excite in correct spelling, and points out several words mis-spelled in the February number of the *Journal* itself. We thank our friend for his watchfulness, and shall put the *Journal* upon its best behaviour in this respect. We have been mortified that errors of this kind have sometimes escaped the ordeal of "proof-reading," but shall make the ordeal more severe hereafter. As a stimulus to critics, we offer as a premium, to the person who shall first discover and point out five words mis-spelled in this or any subsequent number of the *Journal*, a copy of "Hints to Common School Teachers, Parents and Pupils," advertised in the present number.

Our friend says, in conclusion: "I hope the *Journal* may not only be instrumental in doing much good, but may be an ornament and just cause of pride to the State." In this hope we cordially sympathize; but that it may be realized, teachers and friends must lend a helping hand, by writing for the *Journal*, and increasing its circulation and influence.

The Illinois Teacher.—We are happy to receive the last three numbers of this periodical, and find that it has entered upon its Seventh Volume. It fully sustains the good impression we had formed of it, and is very neatly printed withal. In this respect we observe considerable improvement in several educational journals, where we have had opportunity of comparing late numbers with former volumes. We learn from the prospectus, that the *Teacher* "was published for several years as the organ of the 'Illinois State Teachers' Associa-

tion,' and controlled by that body; but in 1858 the Association declined further connection with the enterprise, and it has since been sustained by the teachers of the State as an independent journal. It is the only journal in the State devoted solely to the interests of education, and the literary and scientific information appropriate to journals of its class." The present editor is Dr. SAMUEL WILLARD, of Bloomington, whom we judge to be well fitted for his post. Published at Pecria, by N. C. Nason, at $1,00 a year.

KENOSHA HIGH SCHOOL .—A friend furnishes the following account of the closing exercises of the last term:

The closing exercises of this school for the winter term, were held upon Wednesday, Thursday, and Friday, April 2d, 3d, and 4th. The first two days were devoted to a public examination, which was well sustained throughout. The School Hall was crowded by citizens of Kenosha, and the examinations in part were conducted by gentlemen of experience and ability, who had been designated as an examining committee.

The serious illness of the youngest child of the Principal, Mr. T. J. Conatty, deprived the school of its leader in this trial; but it argues well for both principal and pupils, when it is stated that a stranger could not have noticed any thing wrong in order, deportment, or general bearing of the pupils. The assistants acquitted themselves very well.

The exercises of the graduating class were creditably sustained. Two or three speakers displayed marked talent. As is often the case, several well-written pieces failed to receive the general approbation they deserved, on account of hurried delivery.

Kenosha may well be proud of her first graduating class.

The school should be well sustained, as the pride of Kenosha.

Says the *Telegraph*:—" Hon. J. L. Pickard, State Superintendent of Public Instruction was present throughout the examination, and took an active part therein. The attendance of our citizens was fully as large as in past years, showing that the interest in the cause of education and the confidence in our free schools is undiminished. This last examination has demonstrated that the school is at present in excellent hands. Mr. Conatty, the Principal, has been unremitting in his labors to develop the energies and the talents of his pupils, and we are happy to say that the result of his labors has been highly gratifying to the patrons of the school. Under his management the standard of scholarship has been raised, and pupils receive that thorough training that admits only *real* excellence as a stepping stone to advancement. If the citizens of Kenosha have hitherto felt a commendable pride in the high standing of their public schools in the educational system of the State, we think they have ample grounds in the examinations of last week for the belief that their pride was not without foundation."

JANESVILLE.—A correspondent of the New York *Teacher*, discourses thus of the schools and teachers in that city:

" The High School building was finished in the spring of 1859, at a cost of

$40,000. The building has a fine observatory, which overlooks the whole city and surrounding country.

The second and fourth ward buildings are built of brick, and cost $13,500. Each of these is capable of accommodating, in the primary and intermediate departments, 280 pupils.

In the spring of 1859 the average attendance of scholars in the city was 1,000.

The schools of Janesville are divided into four grades, viz: Primary, Intermediate, Grammar, and High School. There are twenty-four teachers—four males and twenty females.

Mr. Levi Cass, a graduate from your Normal School, is the Principal of the High School; also has the general supervision over all the city schools. He has been there five years, and has a salary of $1200 annually. His first assistant, Miss Frances A. Bacon, also a Normal pupil, has a salary of $8 per week; she has been there four years. Also, Miss Mary E. Cook (formerly one of Oswego city teachers), who is Principal of one of the Primary Schools, is a Normal graduate. M. J. J."

HORICON UNION SCHOOL.—The total amount of teachers' salaries, including the normal class, is about $1,650 per year. Of this amount $800 is paid to the principal, Mr. A. Pickett. The normal class of teachers do the work of two teachers and receive the pay of one, thereby saving the district $300 per year The incidental expenses will average about $150 per year, of which amount Mr. Pickett pays out of his own pocket from $40 to $50. The receipts for the rent of hall, will average, under the present system of renting, $50 per year. The receipts from non-resident scholars are at the present time at the rate of $200 per year, showing, conclusively, that the reputation of the school abroad, stands very high.

Our school will certainly compare favorably with any school in the State, and has a reputation far superior to many of the schools of greater pretensions, in much larger towns. This is of course due, in a great measure, to the superior ability and unremitting exertions of its worthy Principal, A. Pickett, Esq. After reading the above, and taking into consideration the fact that the scholars in attendance now number nearly four hundred, we cannot imagine how the school could be properly maintained with a less expenditure than it is at present.—*Horicon Gazette.*

The annual exhibition came off, we observe, on the evening of April 12. Says the *Gazette:* "It was largely attended; the house was, in fact, crowded to overflowing, and the receipts for admission, we are informed, amounted to about $50. It was a rare entertainment." This school is somewhat famous for its entertainments of this nature, we believe.

BEAVER DAM.—We do not get any news of the schools in this city, but we have one evidence that Mr. Newell, and his associates are teachers of the right spirit—they are all "subscribers to the *Journal.*"

BERLIN.—From the *Courant* we learn that Dr. and Mrs. Angear are to continue in charge of the High School another year. Speaking of the expected exhibition at the close of the last term, the same paper says: "The success of former efforts of this kind, coupled with the eminent ability of Dr. Angear, insures a treat that the public will not fail to enjoy." It subsequently states that the receipts amounted to $75.

MILWAUKEE, OSHKOSH, and LA CROSSE.—We are not favored with any exchanges from these cities, and unless our friends send us some account of their schools in those localities, we can give no intelligence of them. We understand, however, that under the energetic superintendence of Mr. Ford, the school affairs of Milwaukee are arising from their late depression. Of Oshkosh we hear good accounts, but judge it to be a hard field for a teacher. Hope friend Gaylord will not be discouraged. Of La Crosse we hear nothing; but friend Mason looked to be in a condition to bear "the cross" a year ago; hope he is still at the post.

We should be glad to get intelligence of the schools, of all grades, in all parts of the state. Those who feel an interest in the matter, look into the *Journal*, of course, to see what is going on.

GREEN LAKE AND DAYTON UNION SCHOOL, DISTRICT NO. 2.—Mr. J. W. Ladd, who has taught this school the term which has just closed, is a gentleman who is well qualified as a teacher, and has won the confidence of both parents and children.—*Oxford, Marquette Co., Express.*

MARRIED.—In this village, at the Union School, by Rev. C. T. Melvin, V. H. Sprague, Esq., Cashier of the Bank of Columbus, to Miss Elizabeth B. Lowber, of Janesville, Assistant Editress of the "Wisconsin Journal of Education."—*Columbus Journal.*

We are glad to learn further from the *Journal*, that the above "Union demonstration" does not deprive the Union School of one its teachers. For the summer the arrangement is as follows: Mr. Martin, assisted by Miss Pomeroy, continues in charge of the High School; Mrs. Sprague takes the Intermediate Department, at least for the present; Miss Blanchard of the Primary, and Miss Waterhouse of the Juvenile Department. The *Journal* speaks in high terms of the condition of the school and its conveniences.

A DISCLAIMER.—At the suggestion of an intelligent school-officer, we would say, that the publication of an article in the *Journal*, from the pen of any teacher or other person, is *not* to be regarded as any endorsement of the writer's personal character, or any recommendation of him as a teacher. Articles may be contributed by parties with whom the editor has no personal acquaintance, and cannot be properly excluded on this account; for although an article would have more weight, if known to be written by a person eminent for virtue, still it may present valuable thoughts or information, independently of the writer's personal character.

In like manner, if a few words appear in the *Journal*, commendatory of any particular school or teacher, but copied from a local newspaper, the *Journal* should not be held responsible for the justness of the commendation. We are glad to find *something* to say about schools and teachers, and suppose the local press will generally reflect the local sentiment correctly. Still, we are obliged to our correspondent for his suggestions, and assure him that we shall not *knowingly*, give currency to any statements about schools or teachers, which are undeserved. Superintendents should of course be cautious about the moral character of those to whom they grant certificates, and district officers equally so, in regard to those whom they employ in the schools.

Our Colleges.—We have received Catalogues from Beloit and Galesville, and shall give a summary next month.

To Contributors.—We have several communications on hand for the future, which we had not room for this month. Our Drawer is not so lean of late as formerly, for which we are thankful.

The Essays on the Use of Dictionary, &c.—The committee have decided that no award should be made for either essay, partly on the ground that they do not properly cover the subject to be discussed. The offer may be renewed.

Legislative Action.—We had designed to make some observations on the action and non-action of the Legislature in educational matters, but the subject is so fully presented in the Superintendent's Department, that it is unnecessary to add more at the present time.

The War.—Upon this subject we scarcely feel able to make any useful comments though it fills every paper and is upon every tongue. It seems to be the fearful price that must be paid for the revival of patriotism among us and the preservation of a sentiment of nationality.

## SITUATIONS WANTED.

Two teachers, one of Music and the other of Drawing, now in the "Southern Confederacy," wish to secede and join the United States. The music teacher has had much experience and success, and was a favorite pupil of the celebrated Mrs. Tudor, of Walpole, N. H. The teacher of drawing, is a graduate of the School of Design in Worcester, Mass., and is a very competent teacher. Both can teach English branches.

Schools or localities in want of such teachers, will do well, we think, to correspond with these ladies, which they can do through us.

## OUR ADVERTISERS.

The advertising pages for this month deserve the especial attention of our readers:

Mr. Orcutt, a teacher of ripe experience, advertises (on second page of cover) a book which every teacher may read with much profit. Please see the testimonals, and then order the book.

MESSRS. BOARDMAN, GRAY & Co. (see next page) offer a Piano for Schools, so cheap as to be no longer beyond their reach, while their Cottage Piano is just the thing for the majority who wish to purchase. Parties in want of an instrument, should by all means send for a circular, and examine the merits and recommendations of this.

WHEELER & WILSON are ready to furnish an instrument that also discourses sweet music—the music of relief from the toils of the needle. In preference to all others, we have bargained for a "Wheeler & Wilson." Mr. Chittenden, their General Agent in Chicago, will treat with parties who wish to sell them, and their local agents here and elsewhere, will be happy to show them, and still more so to furnish them.

Messrs. W. B. SMITH & Co., of Cincinnati, and Messrs. S. C. GRIGGS & Co., of Chicago, are never weary in furnishing good School Books. Both the "Eclectic" and the "American" series, have been long and largely used, and well approved by teachers and school officers, in this State.

Mr. GEO. SHERWOOD, Agent for the Holbrook School Apparatus Co., and Chase's School Furniture, advertises a variety of useful articles, and now is the time for schools to be supplied. The ink-wells soon save their cost in ink, preventing evaporation and spilling. We have one in use. The liquid slate makes an excellent surface for chalk, crayon or pencil—preferable to black-board—and can be laid upon any smooth surface. We have a specimen by us. The Tablets ought to be in every school where there are small scholars. It is strange that while families supply themselves with proper furniture, schools are made to do without. Chase's School Furniture has been widely adopted and approved, and besides the convenience, well-finished elegant seats and desks have an important educating influence. Mr. Sherwood has also every other article needed in the school room, as Maps, Globes, &c., and will be happy to send a Catalogue on application.

Mr. JOHN H. ROLFE offers also a variety of articles needed in the school room, and holds out special inducements for the purchase of Pelton's large Maps. See his list of premiums. The large Maps of the Hemispheres we consider pecularly desirable in the school-room, for giving a vivid impression to the child of the continental masses, and for the purposes of oral teaching, and correct impressions in Comparative Geography—a matter very much overlooked. We have a pair in our office for personal use. Mr. Rolfe also supplies the Chicago made School Furniture, which is well spoken of. Send for his catalogue.

Mr. CHARLES SCRIBNER has become proprietor of the maps prepared by Mr. Schroeter, Chartographer of the American Geographical Society. These maps have several excellent qualities, and are highly commended by Dr. Barnard and others. The prices have also been reduced. See the advertisement on last page of cover.

THE

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## RECITATIONS.

A good deal has been said, in educational periodicals, upon the best methods of teaching the various branches of common school instruction. This forms a very useful feature in the Wisconsin *Journal,* and I trust it may continue to engage the attention of the practical educators of the State. But, leaving this to more skillful pens, will you permit me to offer a few reflections upon the general subject of conducting recitations?

I think, as teachers, we adhere to closely to the text-book in *hearing* recitations. The book is absolutely indispensable to our teaching at all, and is final in its authority. It embodies all that can be communicated upon a subject. Had it been given by divine inspiration, we could scarcely receive it with more unquestioning faith. I verily believe that much mischief arises from this practice. The errors, inaccuracies and loose statements of the books—and none are wholly free from such—glide into the pupil's mind, and take as tenacious a hold of his memory as what is true and accurate. The teacher, too, loses his individuality, and with it most of his efficiency in teaching. He is a mere appendage to the book—of little more practical utility to the learner, than the questions which cumber the pages. Whatever may be the cause of this dependence upon the letter of the books, whether it be a lack of knowledge of what we attempt to teach, or of zeal and self-respect which would impel us to devise original methods and make the statements of others tributary to our own—whatever be the cause, I repeat, the result is the same, the teaching is not vital.

Almost every teacher employed in the Prussian schools, is capable of preparing the text-books used in his school. In fact, in the larger schools, very many of the teachers *do* thus prepare their own books.—Their professional knowledge is thorough and exhaustive. How few of *our* teachers are competent intelligently to compile, from the abundant material around them, a primer or spelling-book for a primary school?—How few are able to give a sound discriminating and critical opinion upon the merits and defects of the books used by their pupils? I fear, if we could get a truthful answer to these questions from book publishers and *agents*, there might be just grounds for self-reproach and humiliation.

To every recitation, the teacher must bring certain positive qualifications, and during it, he must be in a certain state of mind, and perform certain important functions; otherwise he does not *conduct* the recitation; the recitation *conducts* or *does not conduct* itself. I will briefly mention a few of the things which I deem essential to success in this particular:

1st. The teacher should possess a clear, accurate and comprehensive acquaintance with what he undertakes to teach. In his mind the subject should have the certainty of science. Confused notions are fatal to progress. He should know very much more than the mere specialty which he is called upon to teach. He should be able, as occasion requires, to draw from language, from mathematics, from natural science, from literature, from art, from nature,—facts, argument, and illustration to freshen what is stale, light up what is dark, and to bid the dry bones of the text-book be clothed upon with a beautiful garment, and informed with a living spirit.

2nd. His mind must be wholly given up to the matter in hand, while conducting the recitation. He must be cool, free from embarassment and distraction; yet earnest and wakeful. He must have, as it were, an intellectual hold upon the class, and establish an intimate sympathy with it.

Horace Mann, I think it is, who describes a visit he made to a school in some remote mountain region of Scotland. He found the teacher with his coat off, in front of the class, laboring intellectually and even physically, as if his very life depended upon his earnestness. His eyes flashed the genuine soul-fire; his words came clear, quick and resonant; his arms swung, his body swayed. He was working, and every power of body and mind was enlisted in the service. And, then, the intense interest and activity of the pupils attested the vitality of the instruction; the little boys and girls were in such a state of mental excitement as fairly to leap off their seats when a question was put to them.

Now, I may not counsel the taking off of coats, or violent physical labor; but I do think that this great energy of the mind, this wakefulness of the mental faculties are necessary conditions, on the part of teacher and taught, to the proper communication and acquisition of knowledge. The mind grows only by its own intense action. The pressure must be within the brain, and not upon it; the one is life, the other death. A sleepy, stupid, absent-minded teacher, pretending to hear a recitation from a droning, half-awake class, is a most lamentable burlesque upon the noble business of instruction.

3d, As to what the teacher must *do*, while conducting a recitation: He must be careful not to do too much,—not to do a single thing the class can do. It is never his business to recite a lesson. When there is a difficulty, he ought simply to indicate the way in which it may be removed, instead of removing it himself. If, at any time, he does attempt to remove an obstruction, or clear up what is dark, his efforts must be an *entire* success, or they will be, so far as his pupils are concerned, an entire failure. Every line he makes upon the mind must be deep, sharp and direct. He must not only strike *at* the mark, but exactly to the mark.—He must throw the scholar wholly upon his own resources. The progress and the movement must be made by the class; the teacher sustaining simply the relation of director. He must question, and cross-question, with the pertinacity of a despairing lawyer. He ought to show the open and the hidden uses of what he teaches, and impart some power to apply abstract knowledge to life and soul purposes. He should enkindle or establish in the young heart a love for knowledge, and an unslumbering zeal in its pursuit. He should throw around his own labors and his pupils' efforts and attainments, the sacred glow of reverence for truth.—In fine, by every exercise of the class-room, he should lead his scholars up that shining ascent, whose every step some fact of science is, to Him who is the perfect knowledge, and the perfect truth, and the perfect mind—to Him who is the beginning, and the sum, and the consummation of things. C.

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"Every one seems to love you," said a gentleman to a little girl. "Do they?" she replied smiling; "well, I guess its because *I* love them all."

Ah! never did philosophy, seeking for deeply hidden gems of wisdom, strike upon a truth more rare and pure; for a loving and kindly nature, like sweet music, awakens kindred echoes. It possesses the power of winning the love it freely gives. There is no harshness that love cannot soften, no anger that a gentle word will not disarm.

## MY FIRST SCHOOL.

I was *fated* to be a teacher. Teaching was hereditary in the family, my father, mother, grandfather, grandmother, and so on, as far back as could be traced, having followed that occupation. Indeed, I think there was no branch of our ancestral tree, on which a teacher did not hang.—My first attempt at teaching was in a small country district school. First came the examination. This I somewhat dreaded, but summoning all my courage, I found myself, one pleasant day in September, ushered into the presence of the august committee, consisting of the minister, lawyer, doctor, squire, and one or two worthy farmers, ready to pass judgment upon me and my qualifications. My beginning was unfortunate. The minister's solemn way of asking me what was the chief end of man, frightened me, although I was well drilled in the catechism, into replying, "to teach school." They debated, in horror, whether to proceed in such a case; but at last the lawyer tried me: "Young woman, what is a 'felo de se?'" "I've never studied Hebrew" said I, as modestly as possible. Another consultation now took place, the result of which was to turn me over into the hands of farmer and squire, who were to test my knowledge of geography, arithmetic, spelling and grammar. In these departments I acquited myself rather more creditably, although some slight differences of opinion arose, as to whether the Connecticut river was in the northwestern or southwestern part of the State; whether Moscow was in Norway or Sweden, and whether George Washington was present at the battle of Waterloo, the squire insisting that it was there he uttered the memorable words: "A horse, a horse, my kingdom for a horse!"

The dreaded scene was at last over, and I was engaged to teach five months and board around.

The next Monday morning, bright and early, I was at the scene of my future labors—a small school house which did not greatly differ from country school houses generally. I waited sometime for my pupils, but no one appearing, I sat down to consider upon my mode of procedure, when I was startled by the door suddenly flying open and a whole posse of children tumbling upon the floor in elegant confusion, followed by a immediate scrambling to obtain their former position. At first, I could not explain this strange introduction, but soon discovered that they not daring to enter, had been peeping it at their new teacher through a crack in the door, which at last gave way, producing the effect I have described. Order was soon restored, and I found my school numbered about thirty, of different sizes, ages and attainments. One large boy, the largest in

school, after taking a leisurely survey of me, in an under tone informed those around him, that if I attempted to touch him, I should find myself pitched out of the window. "Perhaps I shall" thought I. Nothing remarkable occured the first day; and at night I asked a little boy whose father had sent word for me to come there any time to board, if I could go home with him, and was surprised to hear him say that his mother couldn't have me that day, for they were killing hens. The only alternative was to go to the house of one of the committee, where I met with no welcome reception. After a supper of cold pork and potatoes, I asked for a book to read. A vigorous search which was instituted for the credit of the house, resulted in the bringing to light an ancient copy of Murray's Grammar, two old almanacs, and the National Preceptor. The next morning I went early to school, and endeavored to make it look more cheerful. Some pictures which I had in my trunk I was in the act of nailing to the wall, when the boy who had made so many threats the day before, entered. He seemed to be quite surprised to see me there, and evidently meditating some mischief, hardly knew whether to beat a retreat, or face the enemy. Before he had time to do either, I began to tell him how glad I was that he came just then, as I greatly needed his assistance. After hesitating a moment, he came forward, and with a few directions rendered such valuable assistance, that before school time, we had quite changed the aspect of the place. When we had finished, my assistant turned to me saying: "Wall, I kinder like you after all, and I'll help you all I ken." "Thank you," said I, "I shall need your assistance," and he passed to his seat. Through the day, I kept an unobserved watch upon him, but was satisfied before night, that he intended to keep his word.

The day passed, and at night I started to go home with one of the boys, who had informed me in the morning that his mother was ready to take me. Upon reaching my boarding place and looking round, I found myself in a large underground room, walled with rough stone, with a huge fireplace on one side, in which some green brush was smoking. The only occupants of the room were two women, a mother and daughter, who entered into a conversation by asking every imaginable question about myself, parents, school, home, &c., in true Yankee style. After a little, the man of the house entered, greeting me roughly, at the same time calling for his supper, which was now ready. The principal article of food, was some indescribable dish placed in the centre of the table, all helping themselves as they wished. After tea, I was obliged to submit to a second cross questioning until at last I beat a retreat, and sought refuge in slumber. In the morning I arose and dressed, but finding no

convenience for washing in my room, went down stairs, and was shown a huge trough filled with water, placed near the back door, which all used —a contrivance both cheap and elegant.

But my school life, although commenced with so dark a prospect, soon began to brighten, and I found in many places, warm, living hearts, and the rough kindness and geniality which characterizes New England country life. In my school, after the usual trials and vexations incident to the beginning of the term, I found scholars ready and willing to learn, and anxious to lighten my cares as much as possible. The term passed swiftly away, examination came and went, and it was with regret that I bade adieu to those whose characters I had been moulding for the last five months. One by one they all departed, and left me sitting alone.— The shadows were deepening around me, and I was preparing to leave, when I heard a step, and on looking up, saw the boy whom I have before mentioned, who handed me a book, for which he had spent all his hoarded pocket money, and for which he had heard me express a wish.— I was too much touched to speak, and awkwardly making a bow, he left me.

Thus ended my first school, and as I look back on that winter, the dark spots turn bright, the rough places grow smooth, and altogether it is a sunny and pleasant spot in my memory. A.

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## MY FIRST SCHOOL DAY.

A foggy morning rose over our village on the first day of November, 1833. The winter-term of our common-school began, and it was my first school-day. I was then about five years of age. The dark clouds which hung over the tops of the high mountains that stood near my beautiful home, while their sides were painted in golden colors by the morning sun, presented an image of the gloom that overshadowed my otherwise gay and joyful soul. My parents and friends had depicted the rules and regulations of the public schools in sober tints, and my pulse beat high, and I scarcely breathed, as the school-room door opened, and I was ushered into the sacred place where seeds of knowledge and virtue are sown and gathered. My sister showed me the bench upon which I was to sit, let go my little hand, and took her own seat. Nearly a hundred heads turned to look at the new-comer, and thus added to his fright; but no word of greeting or encouragement was uttered by the teacher, who

was sitting at his elevated desk. What was a little fellow like me, before his proud eminence! He could not condescend to speak a syllable of love or consolation. Thus passed the greatest event in my young life's history—my entrance into a new sphere of action—without a word of encouragement or even of friendly notice, from any human being!

The school was opened with prayer. The scholars then began to read and write—to recite and study, and I opened my little primer, ready to repeat the lessons I had learned under the care of my sister and parents. After I had waited about an hour, the teacher came to hear me recite.—My heart beat so fast that there was hardly room for it in my little breast; my cheeks glowed, and hardly can a poor soul at the day of judgment feel more dread and anxiety about the result of the sentence to be given, than I experienced when my teacher commanded me to recite. However, overcoming my agitation, I did very well, and instead of finding fault, the teacher pointed to my next lesson on the following page; but left me without a word of that love and encouragement, which my soul craved, as a weary wanderer in a desert craves water to slake his thirst.

Meanwhile the humming of the hundred bees which were gathering the honey of knowledge, grew louder and louder. Some, having satisfied their appetite, began to raise their eyes; my own curiosity was excited too, and I began to look around the school-room. How many new things I beheld—among them a large black-board, with scholars making figures upon it; a chart with large letters upon it, which I began to compare with those in my book. The stove near the door next attracted my attention. Directly before me was the desk of the teacher, elevated about eight inches above the floor, and upon one corner of it I discovered a whip, nicely braided of birchen twigs—the instrument of order and discipline. While looking at various other things, I was roused from my contemplations by the clatter of the whip behind me, now applied to sooth the sultry air, and stop the humming of the bees. Bench after bench received its share of the castigation, and like a cloud of smoke, uprose the dust from the coats of my new companions.

This exercise was applied to most of the pupils, and when the teacher, enraged and swearing, returned to his desk, the calmness and stillness in the room was almost audible. The shadows soon went by; the atmosphere was cleared, and order prevailed. My curiosity returned from its wanderings, and full of awe toward such a powerful man, I fixed my eyes attentively on my book. An hour went by, and the school was dismissed. The scholars, used to the whip-exercise, laughed and made their remarks. My progress in learning was little this first day, but the im-

pressions made upon my mind by the conduct of the teacher, and his method of keeping order, will last me all my life.

I continued to attend the school; was promoted to higher classes, and was happy to find better and kinder teachers. I entered higher schools, and finally went through the regular course of three years, in one of the State Normal Schools, where excellent teachers instruct in the higher branches, and in the art of school-teaching. Many happy moments I spent there; they still shine like brilliant stars through the space of many years, and over the distance of many leagues, and enliven the monotonous life of a pioneer in this western world. But the most happy of those moments left not so lively an impression upon my memory, as did the events of my *first school-day*. From them I have learned many lessons. I remember them at the commencement of every term, and at the introduction of every new scholar; and as often as I hear the humming of the bees around me, I think of that cruel teacher of my first school, and I endeavor to manifest love and sympathy towards the loving children placed under my care. By thus treating them as friends, they learn to look upon me as a friend and a parent rather than a master.

Another important lesson which I learned in my first school is that children love change—not only in their sports, but in their lessons. If a teacher does not understand this, and profit by it, he will not succeed, nor will his pupils make much progress. When even little children are compelled, day after day, and through the six weary hours of the day, to pore over the same unvarying lessons—as is often seen in our schools—no wonder that they learn to look upon the school-room as a prison, and their school-exercises as an irksome and hateful task. How can a child study for hours from one page—it is impossible! Instead of this let them be furnished with slates, to print and write, and draw geometrical and other figures, and thus relieve the monotony of the school-room.—Let them learn to count objects, in and out-of-doors; to name and describe a variety of things, talking familiarly with their teacher, and listening to him when he talks to them about birds, fishes, insects, flowers, etc. This will be a real feast, a high pleasure to them.

The era of the old school, under the reign of the whip, has gone by, and we wonder at its absurdity. Nevertheless, we must keep order in school, and it is sometimes difficult to chose the proper means. The former tyrannical system made slaves; but on the other hand laxity in maintaining discipline lowers the teacher in the estimation of his pupils. One of the best means of securing order is to secure diligence. If a teacher can inspire his pupils with a love of study, they will have little disposition to play during the proper hours of study. Willful violations

of rules should be punished ; but an earnest glance of the eye, or an earnest word, will often be sufficient. To punish a class for the fault of an individual, will generally unite the class against the teacher, and the punishment will produce hard feelings. A wise teacher will never allow his punishment to proceed from anger, he will give his reasons for its infliction, and the scholars will see that its omission would be a neglect of duty on his part.

Such are some of the lessons I learned on my first school-day, and they have been of great benefit to me, since I became a teacher myself. I have learned to regard my pupils as treasures entrusted to my care, not to be used at my pleasure, but to be polished and preserved. By the means above described, I have generally gained their love and confidence, and at the same time the respect and good will of their parents.

Waupaca County. A TEACHER.

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The foregoing article from the pen of a graduate of one of the European Normal Schools, and formerly a teacher in one of the Swiss Cantons, discusses several points of interest; and in this connection the next article may profitably be read.

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## PRIMARY INSTRUCTION.

We commend the following extracts from the late excellent report of Hon. NEWTON BATEMAN, State Superintendent, in Illinois, to the careful consideration of teachers and school officers. In no department of our Public Instruction, are skill and proper methods and proper apparatus so necessary, as in the Primary Department.—ED.

### OBJECT LESSONS.

"Many of the boasted discoveries of the age, in the science of teaching, are more changes, not improvements. Many who talk loudly of progress, are only marking time; stirring, not advancing. But the methods of primary instruction recently introduced into this country from Germany, and extensively adopted in our best schools, are not of this character. They are changes from the false to the true, and worthy of all that has been said in their favor, and a great deal more. I refer to the recognition of the principles which have just been briefly sketched;

that it is the facts and objects of the outer or material world, with which we must first deal, and that the formation of habits of close and accurate observation, is the great work of the elementary teacher, "Object lessons," as they are termed, form an important part of this improved method of primary teaching. Some familiar thing, as a book or watch, is selected by the teacher as the subject of the lesson. Attention is called to its several parts, with their names, the materials of which it is composed, with their sources, and the place and manner in which it is made. Its various uses, etc., are also explained. A great variety of questions relating to the object are asked by the teacher and children, and many points are suggested to the latter, upon which they are to seek further information from their parents, or older brothers and sisters. The important point to be noticed here is, that the article is present; its form, color, and parts, are seen as they are described. The knowledge acquired by the children is, therefore, concrete, not abstract. The number of different things which can thus be brought to contribute to the purposes of instruction, is unlimited, and the children will take great delight in bringing their offerings; since even the dullest finds he can take part in this exercise, and add to the interest of the class.—Natural objects may be used in a similar manner, a simple leaf, or flower, or pebble, affording ample scope and interest for many lessons.

"Thus a spirit of inquiry and a healthy desire for useful information are awakenod; the amount of valuable information communicated in this manner is very great. It is positive knowledge. A thousand facts are thus secured to the mind, which, though learned repeatedly from books, would, almost inevitably, be quickly and hopelessly forgotten. So wide is the difference between passive reception and eager grasping. Children six years of age, who have been taught by this process, often exhibit an acquaintance with the familiar objects of common life not possessed by persons of maturer years, and far greater pretensions to scholarship.

"But the mere information gained, valuable as it is, is the least benefit accruing from this method of instruction. The attention of the child is arrested, his mind is interested, his mental faculties are quickened into vigorous, yet normal activity; the impressions received are vivid and enduring. The importance of an early development of this habit of careful and minute observation; the extent to which it may be carried, in all cases, by proper training in early childhood; the impossibility of accomplishing it if neglected in youth; the manifold pleasures and benefits to be derived all through life from its exercise,—these are arguments in favor of object lessons in Primary Schools, the force of which seems to me irresistible.

"An incidental advantage attending the use of object lessons is the opportunity which it gives for discovering the peculiar aptitudes of different pupils. A taste for the natural sciences, for drawing, coloring, mechanics, etc., may be brought to light, and receive an impulse, the results of which are brilliant and lasting. Moreover, many will be led to appreciate the value of certain kinds of knowledge which would otherwise seem unattractive and little worth.

But it may be objected that children are sent to primary schools to learn their A, B, C's, not to spend their time upon object lessons. The reply is, that not only is all the information and all the discipline of the senses acquired in that way, *clear gain*, but the alphabet, and all the rudiments of books taught by the old method, can be and are mastered in much less time, and with vastly more pleasure and ease, than when the latter are the exclusive studies of the Primary Schools. The reason is obvious. The mind is relieved, refreshed, by the interest and pleasure excited by the object lessons, and returns to the alphabet or the book with ten-fold zest and spirit, and will accomplish in five minutes more than it would have done in half an hour without the relaxation, and far more thoroughly. The idea of expecting children who cannot read, or who do not even know their letters, to *study*, is simply absurd. They do not know how to study; they have no command of the necessary means and agencies. We might as well place all the tools of a carpenter before an apprentice who has just entered the shop to learn his trade, and tell him to go to work, as to place a book, with the twenty-six letters of the alphabet, in the hands of a child, and tell him to keep still and study.—It is absurd. How can he study? what will he study? how will he go about it? He may be compelled to sit still and keep his eyes upon his book, but he might just as well have his feet in the stocks, and his eyes upon the moon. He could study just as well by shutting his book and looking upon the cover, and with much less damage to his eyes and—to his book. And as to requiring the child to kept perfectly still, while he has nothing to do, it is difficult to avoid the use of strong language against such folly and cruelty. All that the little martyr can do is to go to sleep, and even this refuge is usually denied him. If there are degrees in human folly, surely that must be in the superlative which would shut up a troop of little children in a close room six hours a day, and compel them to be perfectly still on pain of chastisement, where there is not a single thing for them to do, nothing to interest mind or heart. If, then, teachers will insist in trying to impart a knowledge of the alphabet, by the exclusive use of the old, dreary, monotonous repetition, a-b-c, let object lessons be added to the exercises, by all means. It will shorten the time necessary for the mastery, by at least one-half.

SLATE AND BLACKBOARD.

"The slate and blackboard, are also indispensable instruments in primary teaching. Drawing has too long been regarded as an accomplishment, to be acquired only by the few. It should be deemed a necessity, and the elements, at least, be acquired by the many. I have long been of the opinion, that the elements of linear and mechanical drawing should be included in the Common School course; and that the former, at least, should be commenced in the primary depatment. Beginning with the straight line, let the class be taught to draw it; first as a horizontal, next as a perpendicular, then at all the intermediate angles. Let them afterwards try to divide the line by the eye, without measurement, into two, three, or more equal parts, till they can do it promptly and well.—Then take up the curves, the circle, and the simple geometrical figures, etc. Great progress can be made in these elements, by very young children, and, besides the immense advantage to them in life, they will take great interest in the exercise. The letters of the alphabet furnish an admirable series of exercises in drawing. Nearly all the primary movements, as straight lines, perpendicular, horizontal, oblique, curves, etc., are involved in their formation. Especially is this true of the capitals. Some of the best teachers of the art employ them as copies, even for more advanced pupils. For primary scholars, it is an excellent training for the eye and hand, and, while imparting knowledge and skill in the elements of drawing, it *incidentally* fixes the name and shape of each letter indelibly in the memory, for when a child has learned to draw a letter correctly, and to associate with it its appropriate name, he will not forget it. Thus, while the eye and hand are being trained to skill,—while the first principles of a noble and useful art are being thoroughly learned, while the mind is pleasantly excited and interested, instead of being wearied and stupified, the alphabet itself is completely mastered, incidentally,—almost unconsciously. The names of the letters are not only more permanently learned in this way, than by the routine repetition process, but in less than half the time. This is not theory, but fact.—It has been demonstrated by a thousand trials. That such an amount of precious time is annually wasted in the effort to print the mere names of the twenty-six characters of our language upon the memory of the child by the endless iteration of a–b–c, would be ludicrous, if it were not so sad. Not only one, but several school terms are often squandered, before the stupendous result is achieved! And when at last the victory is won, how poor and barren it is,—the child can call the names of twenty-six crooked, dry, unmeaning things! that is all. No mental power has been developed; no new faculty has been awakened; no plea-

sure has mingled in the weary task; the mind is deadened, almost stultified; the child is disgusted with his book, and tired of school; but he *knows his letters*, and great is the rejoicing of friends! There is, thank God, "a more excellent way." It is difficult to over-estimate the good effects of a judicious use of the slate and blackboard in Primary Schools. No school-room for small children is equipped without them—no one is fit to be a primary teacher who is unable or unwilling to use them.

### CHARTS AND CARDS.

Closely allied to these, are charts or cards, on which are represented the elements of most that is taught in Primary Schools. The alphabet both small letters and capitals, Roman and Italic; script letters, with their elements and combinations; first lessons in drawing and the elements of form; all the sounds of the language represented in philosophical order, with examples of the most difficult consonant combinations; monosyllabic words and sentences for drill in phonic analysis and reading; all the marks and characters used in punctuation; tables of Arabic and Roman numerals; all these and many more are printed in large, clear type, so as to be distinctly legible from all parts of the room, and mounted in a substantial manner upon strong pasteboard.

"The great benefit accruing from the use of these or similar cards, in the instruction of primary scholars, must be obvious at a glance. In the elementary departments of all our schools, there are many children who are just beginning the alphabet. If books only are used, according to the old method, each one of the scholars must be taught *separately*, and the amount of instruction that can be given to each pupil in a school of forty or fifty members, is almost nothing. But with the aid of these charts, beginners can be *classed*, as well as those more advanced. "Instead of calling up the alphabet scholars, individually, to learn the letters from a book, the teacher places the proper card before the class, and calls attention to a letter by placing the pointer upon it. Sometimes she will allow any one to name it, and sometimes she will designate the pupil she wishes to answer. Then she will name a letter, ask some pupil to come out and point to it on the card. If a mistake is made, the class say 'wrong' and another is called. Or, if the teacher prefers the phonic method of teaching, she will give the *sound* of a letter and then point to it. After repeating this process with two or three letters, a pupil is called out to point to the letters as the sounds are given by the teacher. As soon as the letters are learned by name or sound, they are combined to form a word, by showing the letters on small cards containing a single letter on a card, or they are made on a blackboard. Then the pupils are

required to print the letters learned, on the slate or blackboard." Every expedient by which the teacher is enabled to group the pupils into classes, and so operate upon a number of minds at the same time, instead of dividing and subdividing and frittering away his time upon single pupils, should be seized upon and incorporated into the system of primary instruction. What has been said of the utility of printed cards in teaching the alphabet, applies equally to the elements of penmanship, of drawing, of enunciation, of punctuation, etc. Then, too, it is not a mere gain of time by the teacher. No fact is better known to teachers than that, even if all other conditions are equal, a child will learn faster in a class than alone. He feels the spur of a generous ambition, a worthy impulse not to be outstripped by his associates, in assiduity and improvement. The friction of associated minds often kindles the dullest into a glow of harmless enthusiasm, and quickens into life the dormant forces of the mind.

## CONDUCTING RECITATIONS.

1. Consider well the natural order of presenting a given subject.
2. Thoroughly understand what you attempt to teach.
3. Neglect not self-preparation.
4. Study your teaching-language, that you may be able to use it fluently and correctly.
5. Endeavor to make your instruction attractive and interesting.
6. Avoid a formal monotonous routine in teaching.
7. Be careful to use language which is intelligible to children, when an explanation is given.
8. Require prompt and accurate recitation.
9. In conducting recitations, the twofold object of instruction, and educating children, should be steadily kept in view.
10. What you teach, teach thoroughly.

Whatever the subject of recitation is, bring all the powers of your mind and those of your class to bear upon it. Dive into the very head of it; and in presenting it to your class, go round its entire circumference. But be sure that your class—heart and soul—is going along with you.—*Upper Canada Journal of Education.*

It is by imitation, far more than by precept, that we learn everything; and what we learn thus we acquire not only more effectually, but more pleasantly.—*Burke.*

## A MONTH'S INSTITUTE.

PAOLI, April 22d, 1861.

EDITOR JOURNAL OF EDUCATION :—

Your article with regard to Teachers' Institutes should be put in practice, certainly the present year; especially in view of the law relating to a new Superintendency of Schools. Several teachers in this town have expressed a desire to attend institutes of such a character this fall. It would also pave the way for the successful introduction of Institutes into every county, as contemplated by law. To such Institutes I will render every assistance in my power.

S. S. BENEDICT,
Town Superintendent, for Montrose, Dane Co.

[We should be glad—as we doubt not would Mr. Allen also—to hear further expressions on the subject.]

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## PARENTS, VISIT YOUR SCHOOLS.

The experience of teachers will bear me out in saying that there are thousands of parents who do not enter the school-room from the year's beginning to its close, and thousands more who are never present, except at some public exercise of the school, and very few who are in the habit of coming in weekly, or even monthly, to observe the manner in which their children are instructed, and to listen to their usual daily exercises. The cause assigned for this neglect is, "want of time." And what is the result? Why, young as some pupils are, and evil disposed as older ones sometimes are, the affairs of the school-room are liable to be misrepresented to the parents. This gives occasion for fault-finding, and it is a deplorable fact, that in almost every district, are those who are ever ready to find fault with the teacher, upon the mere report of their children; and parents often blindly advise their children to a course of conduct which will render the teacher's attempts for their improvement perfectly null and void.

Many parents do not seem to be half as anxious for the welfare of their children at school, as they are for the growth of a few groveling swine, a smooth haired colt, or a fat calf. They can see some prospective profit to arise out of labor bestowed upon their animals, but as for stepping in, only for a few moments, to notice how their children fare at school, "they hav'nt time." They will work, perhaps, an hour every morning, "rubbing down" a colt, but cannot spend a day in a whole year to learn

whether their own offspring are becoming properly fitted to enter upon the arena of life, and to do battle against a tide of sins and a host of difficulties.

If parents would visit schools frequently, we should have better teachers, better schools, and the advantages of a common-school education would be more generally diffused, and of a higher character than at present. Pupils would become more deeply interested, and we should have better order with less governing. No one can have failed to observe how the countenances of pupils brighten, and what a new interest is disseminated through the school-room, when one comes in to listen to their recitations, whom they believe to be interested in their improvement—The same effect will be produced upon the teacher, if he is possessed of the right spirit. He feels that he is not alone—that his hands are upheld. The thick dark clouds which had gathered about him, are pierced by a ray of hope's glad sunshine, and he turns to his labors with a lighter heart, and a more willing hand.

J. A. CURTIS.

Patch Grove, Grant Co., Wis., April, 1861.

# THE HOME CIRCLE.

## THE LAUGH OF A CHILD.

I love it—I love it—the laugh of a child,
Now rippling and gentle, now merry and wild—
Ringing out on the air with its innocent gush,
Like the trill of a bird at the twilight's soft hush;
Floating off on the breeze like the tones of a bell,
Or the music that dwells in the heart of a shell.
Oh! the laugh of a child, so wild and so free,
Is the merriest sound in the world for me.

## PUTTING OUT THE PIPES.

At a meeting held lately in Edinburgh, Scotland, having for its object "to promote the suppression of snuffing and tobacco-smoking," Professor Miller made the following remarks:

"No man who is a smoker has a steady hand. But not only had it a debilitating and paralyzing effect, but he could tell of patients who were completely paralyzed in their limbs by inveterate smoking. He might

tell of a patient of his who brought on an attack of paralysis by smoking; who was cured, indeed, by simple means enough, accompanied with the complete discontinuance of the practice, but who afterward took to it again, and got a new attack of paralysis; and who could now play with himself, as it were, because if he wanted a day's paralysis, or an approach to it, he had nothing to do but to indulge more or less freely with the weed. Only the other day, the French—among whom the practice was carried even to a greater extent than with us—made an estimate of its effects in their schools, academies, and colleges. They took the young men attending these institutions, classified them into those who smoked habitually and those who did not, and estimated their physical and intellectual standing, perhaps their moral standing too, but he could not say. The result was, that they found that those who did not smoke were the stronger lads and better scholars, were altogether more reputable people, and more useful members of society than those who habitually used the drug. What was the consequence? Louis Napoleon—one of the good things which he had done—instantly issued an edict that no smoking should be permitted in any school, college, or academy. In one day he put out about 30,000 pipes in Paris alone."

It does not follow that every smoker must become paralyzed or a dunce; but the tendencies and dangers are plain. The practical good sense of the French Emperor in acting as he did upon the information obtained, is admirable, and the French investigation, made officially, and on a large scale, so as to furnish a reliable scientific basis for an important measure of government, is worthy of special attention.

The same effects follow from chewing the weed. This is not noticed in the above extract, because this filthy and disgusting habit is essentially an American custom.

## SENSIBLE ADVICE.

Professor Silliman, of New Haven, recently closed a Smithsonian lecture by giving the following sensible advice to young men:

"If, therefore, you wish for a clear mind, and strong muscles, and quiet nerves, and long life, and power prolonged in old age, permit me to say, although I am not giving a temperance lecture, avoid all drinks above water, and mild infusions of that fluid; shun tobacco, opium, and every thing else that disturbs the normal state of the system; rely upon nutritious food, and mild diluted drinks, of which water is the base, and you will need nothing beyond these things, except rest, and due moral regulations of all your powers, to give you long, happy, and useful lives, and a serene evening at the close."

## PATRIOTIC SENTIMENTS.

### THE TRUE HERO.

Glorious it is to emulate the brave;
And for a country and a country's right
To strive, to fall, and gain a bloody grave,
Amid the foremost heroes in the fight.
Now fight we for our children—for this land;
Our lives unheeding, let us bravely die.
Courage ye youths! together firmly stand;
Think not of fear, nor ever turn to fly.—*Alcœus.*

### TRUE LIBERTY.

This is true liberty, when free-born men,
Having to advise the public, may speak free;
Which he who can and will, deserves high praise;
Who neither can nor will, may hold his peace:
What can be juster in a State than this?—*Euripides.*

### WHAT CONSTITUTES A STATE?

What constitutes a State?
Not high-raised battlement or labored mound,
Thick wall, or moated gate:
Not cities fair, with spires and turrets crowned:
No! Men—high-minded men—
With powers as far above dull brutes endued
In forest, brake, or den,
As beasts excel cold rocks and brambles rude:
Men who their duties know,
Know to their rights, and, knowing, dare maintain;
Prevent the long-aimed blow,
And crush the tyrant, while they rend the chain!
These constitute a State!

—*Sir Wm. Jones, in imitation of Alcœus.*

### FAITH IN THE UNION.

Sail on, O Union, strong and great!
Humanity, with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee.
Our hearts, our hopes, our prayers, our tears,
Our faith, triumphant o'er our fears,
Are all with thee—are all with thee!—*Longfellow.*

# SUPERINTENDENT'S DEPARTMENT.

Below will be found all the amendments to the school law passed at the last session of the Legislature. As this publication of them is the only one which will be made by this Department, Town Superintendents and District Clerks will carefully examine the amendments and make their constituents acquainted with their bearing and effect upon future action.

J. L. PICKARD,
*State Supt. Pub. Inst.*

## CHAPTER 64.

AN ACT to provide for the apportionment of School Moneys.

*The People of the State of Wisconsin represented in Senate and Assembly, do enact as follows:*

SECTION 1. The Town Superintendents of Schools shall apportion the School moneys coming into their hands upon the 4th Monday of March in each year, or as soon thereafter as the same may be received by them: *Provided*, that nothing in this act shall interfere with the apportionment of money received from the State, provided for by section 45, chapter 23 R. S., amended by section 3, chapter 352, General Laws of 1860.

SECTION 2. This act shall take effect and be in force from and after its passage and publication.

Approved March 8, 1861.

## CHAPTER 77.

AN ACT to authorize towns to assess and collect additional School moneys in certain cases, and the Town Clerk to certify thereto.

*The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Those Towns that have not assessed for the year 1860 by order of the County Board of Supervisors, a sum of money equal to one-half the amount received from the School Fund, are hereby authorized to supply such deficiency by an immediate Assessment upon the taxable property of said Town, of such sums as shall be necessary; the same to be estimated and directed by the Board of Supervisors of their respective Towns, to be levied and collected in the same manner as other taxes; and such levy and collection to be certified to by the Town Clerk to the State Superintendent, previous to the apportionment of the income of the School Fund in the present year.

SECTION 2. The State Superintendent is hereby instructed to notify any delinquent Towns, as shall appear from returns in his office, of the passage and provisions of this Act, and he is authorized to apportion to such Towns as comply with the provisions of this act, the sums of money they may hereby be entitled to.

SECTION 3. This act shall take effect and be in force on and after its passage.

Approved March 16, 1861.

*Published April* 1, 1861.

## CHAPTER 158.

AN ACT to limit the amount of taxation in certain Towns and School Districts.

*The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

Section 1. No town containing a population of less than five hundred inhabitants, in any county of this state, shall hereafter levy and collect a tax of more than one thousand dollars in any one year, for the purpose of constructing roads and bridges in such town. Said sum of one thousand dollars to include the amount of money that may be voted at any general or special town meeting, and also the mill tax, which the several boards of town supervisors are now by law authorized to levy as a highway tax in this state.

Section 2. No school district in this state, containing a population of less than two hundred and fifty inhabitants shall hereafter have power to levy or collect a tax for school purposes in such district, of more than three hundred dollars in any one year. And no tax to be voted by a district meeting, for building, hiring or purchasing a school house in such district, shall exceed the sum of three hundred dollars, unless the town superintendent of the town in which the school house is to be situated, shall certify in writing his opinion that a larger sum ought to be raised, and shall specify the sum, in which case a sum not exceeding the sum specified may be raised.

Section 3. All parts of any act, contravening the provisions of this act, are hereby repealed.

Section 4. This act shall take effect and be in force from and after its passage.

Approved March 29, 1861.

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*Published April* 11, 1861.

## CHAPTER 179.

AN ACT to create the office of County Superintendent of Schools.

*The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

SECTION 1. There shall be chosen, at the general election, held on the Tuesday next succeeding the first Monday in November, of the year 1861, and biennially thereafter, a County Superintendent of Schools, for each County of the State, who shall enter upon the duties of his office on the first day of January succeeding his election, and shall hold the same for two years, and until his successor is elected and qualified. In each county of the State having over fifteen thousand inhabitants, according to the last preceding census, the County Board of Supervisors may, at any meeting prior to an election of County Superintendent, in any year, determine by resolution, to remain in force until rescinded, that two county superintendents shall be chosen for such county; and said Board of Supervisors shall thereupon divide the county into two districts, to be called, respectively, superintendent district number one, and superintendent district number two. While such resolution shall remain unrescinded, each such district shall elect a County Superintendent for such district, to be called County Superintendent of Schools for district number one, or two, as the case may be. When a county contains more than one Senate district, each such Senate district shall constitute a superintendent district, to be numbered as above provided, except in senate districts lying wholly within incorporated cities, which may have elected as provided for in section eleven of this act. Such County Superintendents of Schools for districts shall, within the limits of their respective

districts, have the same powers and duties as other County Superintendents; their terms of office shall be the same, and their election shall be conducted and canvassed as provided in this act for the election of County Superintendents; and all the provisions of this act, or of any other law of this State in relation to County Superintendents of Schools, shall apply to County Superintendents of Schools for districts unless the latter shall be expressly excepted therefrom.

Section 2. The election of County Superintendent of Schools shall be conducted, canvassed and certified in all respects after the manner prescribed for election of other county officers.

Section 3. The County Superintendent of Schools shall before entering upon the duties of his office, take and subscribe the oath of office prescribed by the Constitution of this State, before some officer authorized to administer oaths, and shall deposit the same with the Clerk of the Board of Supervisors.

Section 4. In case of vacancy, the State Superintendent may, upon certificate thereof from the Clerk of the Board of Supervisors, appoint a person to fill such vacancy, who shall qualify as provided in the third section of this act, and shall hold his office until the general election next succeeding such appointment.

Section 5. The County Superintendent of Schools may be removed from office by the Judge of the Circuit Court of the county where such County Superintendent of Schools may reside, upon petition and satisfactory proof of incompetency or willful neglect of duty; *Provided*, That no such removal shall be valid, unless the person so removed shall have had at least thirty days notice of the charges brought against him, and an opportunity to be heard in his own defence; and *Provided further*, That the said Circuit Judge shall, in case of removal, certify such removal to the Clerk of the County Board of Supervisors.

Section 6. Any person or persons petitioning for the removal from office of any County Superintendent of Schools, shall cause a certified copy of such petition, together with a full statement of all charges preferred against him, to be served upon said superintendent, at least thirty days prior to the hearing before the Judge of the Circuit Court.

Section 7. It shall be the duty of the County Superintendent of Schools to examine and license teachers, as hereinafter provided; to visit and inspect schools; to organize and conduct at least one Institute, for the instruction of teachers, in each year; to encourage Teachers' Associations; to advise in all questions arising under the operation of the school laws in his county; to introduce to the notice of teachers and the people, the best modes of instruction, the physiological laws which govern the health and growth of the young, the most approved plans of building and ventilating school-houses, and ornamenting and adapting school grounds for the cultivation of the taste and the healthful exercise of the children; to report, from time to time, the condition and prospects of the schools under his supervision; to receive from the town, city and village clerks, abstracts of the reports of the several district clerks, and transmit the same, with such other information as he may deem advisable, or as may be required of him, to the State Superintendent, and to perform such other duties as may be required by law, or by the State Superintendent of Public Instruction.

Section 8. It shall be the duty of the County Superintendent of Schools, in each county, to divide his county into inspection districts, to be bounded by town lines, and not to contain more than four towns each, and to hold, in and for each such inspection district, at least two meetings in each year for the examination of teachers, of which meetings at least thirty days' notice, in writing, shall be given to each school district clerk in the inspection district for which the meeting is to be held, and by him posted in some conspicuous place in his district. Such notice shall contain the names of the towns embraced in the inspection district, and the time, place and objects of the proposed meeting. The examination of teachers thus held shall be public, and shall be conducted

by written and oral questions and answers. They shall be uniform for the county in which they are held, and no certificate of qualification shall be given except in accordance with the provisions of law respecting teachers' certificates.

Section 9. The compensation of the County Superintendent of Schools, shall be fixed by the County Board of Supervisors, and shall he paid quarterly in cash, by the county; *Provided*, That for counties containing more than fifteen thousand inhabitants, according to the last preceding census, the compensation shall not be less than six hundred dollars per annum, and for counties containing more than eight thousand inhabitants, it shall not be less than four hundred dollars per annum.

Section 10. The term of office of the several Town Superintendents who shall be elected at the town elections for the year 1861, shall terminate upon the thirty-first day of December, A. D. 1861, and all the duties now devolving upon the Town Superintendents, and not herein enumerated among the duties of the County Superintendent of Schools, shall thereafter be performed as follows:

1. The Board of Supervisors of each town, the Board of Trustees of each village, or the Common Council of each city, not working under a special school charter, shall perform all of said duties relative to the formation and alteration of school districts.

2. The school district board of each school district, shall visit and inspect schools under their charge, as Town Superintendents are now required to do.

3. The Treasurer of each town, city or village, as the case may be, shall apply for, hold and pay over, upon the apportionment of the clerk of his town, city or village, to the school districts entitled to draw the same, all school moneys belonging to his town, city, or village.

4. The clerk of the town, city, or village, as the case may be, shall make and return to the County Superintendent of Schools having jurisdiction over his town, city, or village, abstracts of the reports of the school district clerks in his town, city or village, as the Town Superintendent is now required to make and return such abstracts to the Clerk of the County Board of Supervisors; and such reports shall be made to him for that purpose as they are now required to be made to the Town Superintendent. He shall also apportion all the school funds certified to him by the town, city, or village treasurer as subject to apportionment among the several districts in his town, city or village, entitled to receive the same; and shall perform all other duties now required of Town Superintendents, not above enumerated, and not herein enumerated among the duties of the County Superintendent of Schools.

Section 11. The Board of Education of any incorporated city of in this State, may, on or before the fifteenth day of August, in any year, elect, by order or resolution, that such city shall, for the next ensuing year, be exempt from the provisions of this act, except in the matter of making reports to the County Superintendent of the county in which such city is situated, and within ten days thereafter, cause a copy of such order or resolution to be filed with the Clerk of the Board of the County Supervisors, in and for such county, in which case the duties of the County Superintendent of Schools, for that county, shall not, during that year, extend into such city, except for the purpose of receiving reports therefrom, and the electors of such city shall have no voice in electing a County Superintendent, if one be elected in such county that year, nor shall the member or members of the County Board of Supervisors, from such city, have any voice in determining or providing for the compensation of such County Superintendent, nor in any other matter relating to such officer, nor shall any tax, levied under the provisions of this act for that year be levied upon such city, or any part thereof. In all cases where an incorporated city shall not elect as provided in this section, the duties of supervising and inspecting schools, and examining and certifying to the qualifications of teachers in and for such city, shall devolve upon the County Superintendent exclusively, any act or part of an act of this State to the contrary notwithstanding.

Section 12. The Board of Supervisors of each county shall, when they they levy the county school tax for each year, add thereto and apportion among the towns, cities, and villages in such county, an amount sufficient to pay the compensation of the County Superintendent of Schools in and for such county for that year, which amount shall be levied and collected in cash, as a part of the county school tax for such county, and shall be paid over to the County Treasurer of such county, with the county tax, by the several town, city, and village treasurers; *Provided*, That no part of said amount shall be apportioned to or levied upon any incorporated city, whose Board of Education shall have elected as provided for in the last preceding section.

Section 13. All acts and parts of acts inconsistent with the provisions of this act, are hereby repealed.

Section 14. This act shall take effect and be in force from and after its passage and publication.

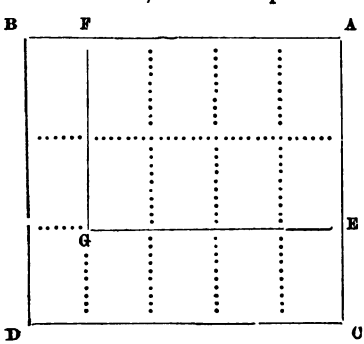
Approved April 6, 1861.

# MATHEMATICAL DEPARTMENT.

We consider well worthy the attention of teachers the following *Geometrical proof of the rule for the multiplication of a fraction by a fraction.*

Everybody admits that the multiplication of two whole numbers, 3 and 4, can be considered as a problem to find the contents of a rectangular surface, the sides of which are 3 and 4 respectively. This applies as well, when both sides are fractions.

For instance, let it be required to multiply $\frac{2}{3}$ by $\frac{4}{5}$.




Draw a line $A\ B$ of any length, (say one foot,) and $A\ C$ of the same length perpendicular to $A\ B$; then $A\ B\ C\ D = 1 \times 1 = 1$ square foot. Divide $A\ B$ into 5 equal parts, then $A\ F = \frac{4}{5}$; divide $A\ C$ into 3 equal parts, then $A\ E = \frac{2}{3}$. Drawing all the parallel lines as in the diagram and examining every part into which the square is divided by this process, we shall find every part is $\frac{1}{5}$ foot one way, and $\frac{1}{3}$ foot the other way, therefore all the parts are equal to each other. The square foot is divided into 15 such equal parts; each of these parts is therefore $\frac{1}{5}$ of the square foot, and counting the parts belonging to the rectangle $A\ E\ F\ G$, the contents of which we had to ascertain, we find there are eight parts. Therefore $A\ E\ F\ G = \frac{8}{15}$.

By this method of explaning the rule for multiplication of fractions we always divide the unit of the surface (the square foot in our example,) into as many equal parts as the product of both denominators indicates. The product is always the denominator of the new fraction. The contents of the part in question (here $A\,E\,F\,G$) is always the product of the numerators, and this latter product is always the new numerator. Hence the rule. G. K.

Greenfield, Wis.

*Solution of Problem* 15.—Let $x$ represent the unknown distance, and $A$, the unknown bearing. The Algebraic sum of the latitudes, and also of the departures of all the sides give respectively

$$4{,}49+x\cos 35^\circ+16{,}87\cos a=o,\ or,—\cos A=\frac{4{,}49+x\cos 35^\circ}{16{,}87}\ .\ (1)$$

$$5{,}62+x\sin 35^\circ+16{,}87\sin a=o,\ or,\ \sin A=\frac{5{,}62+x\sin 35^\circ}{16{,}87}\ .\ (2)$$

The sum of the squares of the right members of (1) and (2) is equal to unity, and the equation thus formed readily gives $x=9{,}85+$. This value of $x$, and the signs of $\cos A$, $\sin A$, give the bearing $A$, in (1) and (2), $S\,41^\circ\,53'+E$. A. W. WHITCOM.

*Solution of Problem* 17.—Denote the capacity, surface, radius and height of the measure by $C\ S\ R$ and $h$ respectively. Put $p=3{,}1416$

Then $R^2\,h=\dfrac{C}{P}$ - - - - (1)

and $2\,R\,h+R^2=\dfrac{S}{P}$ - - - (2)

Equation (1) gives $h=\dfrac{C}{p\,K^2}$ - (3)

Hence (2) becomes $\dfrac{2\,C}{p\,R}+R^2=\dfrac{S}{P}$. Since $S$ is to be the least possible $d\left(\dfrac{2\,C}{p\,R}+R^2\right)=\left(2\,R-\dfrac{2\,C}{p\,R^2}\right)d\,R=o$ $\therefore\ 2\,R-\dfrac{2\,C}{p\,R^2}=o$ $\therefore\ R=\sqrt[3]{\dfrac{C}{P}}$. This value of $R$ placed in (3 gives $h=\sqrt[3]{\dfrac{C}{P}}$ $\therefore\ R—h$. That is radius=height.

L. CAMPBELL.

*Problem* 20.—We have received several solutions of Problem 20, but as we fully agree with Mr. Campbell in his discussion, we give below what he has to say concerning it. A modified and correct statement of the problem may be found numbered as Problem 27.

We understand by the question that $A$ and $B$ bought 200 acres of land for \$400, each paying \$200; $A$ paid \$1,75 per acre for his share of the

land, and $B$ paid \$2,25 per acre for his share. Hence \$200÷\$1,75=$114\frac{2}{7}$, the number of acres $A$ received for his \$200, and \$200÷\$2,25=$88\frac{8}{9}$, the number of acres $B$ received for his \$200. Therefore, $114\frac{2}{7}+88\frac{8}{9}=203\frac{11}{63}$, the number of acres $A$ and $B$ both received. But we are told that they purchased only 200 acres. Hence the problem is absurd.

L. CAMPBELL.

*Problem* 21.—Two men $A$ and $B$ contracted to do a certain work for the amount of \$50,00. $A$ went to work first and kept working during $\frac{3}{5}$ of that time in which $B$ alone could have done the whole work. Then $A$ quit working and $B$ did the rest of the work. If both together had commenc d working at the same time, the whole work would have been finished 6 day's sooner, and $A$ would have had to do only $\frac{2}{3}$ of the amount of work that was left, when he left off. In what time would each one be able to do the whole work, and what amount of money is due to each one for work done?

A. WAMUND.

*Problem* 22.—Of all circular arcs of a given length, find that which with its chord incloses the greatest space.

E. E. P.

*Problem* 23.—Given the distance of a point $A$ from a fixed right line $C\ D$. $A\ B$ is a straight line of constant length which revolves about the point $A$ and intersects $C\ D$. $M$ being constantly at the intersection of $A\ B$ and $C\ D$, draw $N\ M$ at right angles to $C\ D$ and find the locus of $N$ when $M\ N$ is constantly equal to $M\ B$.

L. C.

*Problem* 24.—The short arm of a lever is 2 feet long, the long arm is 12 feet, and a weight of 426 lbs. is suspended at the end of the short arm; what weight must be suspended at the end of the long arm to maintain an equilibrium, the lever being of uniform size weighing 1 lb. to each inch in length?

S. LITTLEFIELD.

*Problem* 25.—A tub whose top diameter is 16 inches, bottom diameter 12 inches, and height 12 inches, stood inclined, and was filled in a shower so that the water was even with one side of the top, and just covered the bottom. How deep did the water fall on a horizontal plane?

S. LITTLEFIELD.

*Problem* 26.—Given the base of a triangle and the ratio of the other sides to each other, to find the location of the angle opposite the base.

Plymouth, May, 1861. S. LITTLEFIELD.

*Problem* 27.—$A$ and $B$ gave \$400 for 200 acres of land; they paying equally. In dividing the land according to quality, it was agreed that $A$ should pay 50 cents per acre more than $B$. How many acres did each receive, and how much per acre did each pay?

# EDITORIAL MISCELLANY.

## CLOSE OF THE VOLUME.

This event is of much more interest to us we suppose than to our readers.—A year's experience upon the "editorial tripod," has taught us that the seat is not always easy; but we have no reason to feel disheartened, and trust that the experience of the past may enable us to make our labors more profitable to our readers and to the educational interests of the State, in time to come.

We have had less assistance from the Editorial Committee than we looked for, but we suppose they all plead the urgency of other duties, as a reason for infrequent labors for the *Journal*. For such assistance as they and other contributors have rendered, we return our grateful thanks; for our own faults, errors, or omissions, we crave the indulgence of our readers.

The Education of the People is more than ever the paramount duty of the State. We fear that Legislators and Statesmen do not realize this as they ought; we are quite sure that many parents, and persons of activity and thoughtfulness in other matters, do not appreciate the importance of the work to be done in our Common Schools. Twenty millions of freeman are aroused to vindicate our nationality, and sustain our Government. But had our whole country been blessed, during the past fifty years, with even the imperfect degree of education and enlightenment that our northern free schools diffuse, this dread necessity had not arisen. If in the future our Government is overthrown, our liberties crushed, and our civilization turned backward, this result will be preceded by a decay and neglect of public education.

It needs not the authority of a Brougham to convince us that the school master is more potent and more important than the soldier, and it becomes a people, who have shown, in this exigency of our nation, that they are sensible of the value of the political inheritance which our fathers have left us, and that they are ready to defend it, if need be even unto death, to show also that they will preserve and perpetuate it, by the arts of peace. We believe that among the effects of this uprising of the people, when its great object shall be accomplished, will be an increased interest in the work of education, and increased attention to the wants and welfare of our schools.

In the mean time we again call upon the active friends of schools, and of education generally, to sustain and countenance our own humble labors. Education needs its organs; it is an indication of our apathy, if not something worse, that educational journals are so poorly sustained. In this State the patrons of such periodicals should count by thousands, and not by a few hundreds. We ask our six thousand common school teachers, at least all who have the true spirit of the

teacher, and look upon the work of teaching as their work, in time to come,—we call upon all teachers of higher grades—our college presidents and professors among the rest, to help sustain an educational organ in the State; we ask intelligent parents to assist in the work. To all parties we would say, that the *Wisconsin Journal of Education* must be mainly what the friends of education contribute to make it. At any moment when a different editorial head is wished for, or thought desirable, we shall most cheerfully retire.

## TO OUR SUBSCRIBERS.

Most of our subscribers commenced or renewed with the volume now closing. We shall be glad of course to have them keep on, and according to the established rule of Journalism, shall take it for granted that they wish to do so, if we receive no notice to the contrary, before the issue of the next number. Those who subscribed because teaching at the time, but who are no longer teachers, and those who do not wish the *Journal* longer from any *other* cause, need feel no delicacy in sending us word to stop it; but unless they *do so*, we must conclude they wish it continued.

A few subscribers are in arrears; will they, on this gentle hint, please remit their subscription? Those who are indebted since the beginning of the volume, may find it convenient to remit for the past year and the year to come at the same time. Many teachers are accustomed to pay at the meeting of the Association, which saves risk and postage, and suits us very well.

## AN OFFER.

We make the following offer to all female teachers, actually employed this summer; to send the *Journal* one year, and "Hints for School Teachers,"—an excellent little book, sold for 37½ cents,—for One Dollar, postage pre-paid on both. Or, if preferred, we will send the *Journal* and Clark's School Visitor, one year for One Dollar, the subscriber paying the postage on the Visitor. The regular subscription to the Visitor is fifty cents; it is an excellent thing for teacher to take into the school-room, to interest children, and it would be well to encourage children or schools to take it. Club price, through us, 25 cents.

The foregoing offers are made only to those who subscribe, or renew their subscriptions, for the ensuing volume, *paying in advance*. If any prefer to pay the dollar for the *Journal* alone, we shall not object.

## COUNTY SUPERINTENDENCY.

In the Superintendent's Department, will be found the laws passed last winter affecting the schools. The most important of these, is that creating the office of County Superintendent, and we join Mr. Pickard in expressing the hope that careful attention will paid to its provisions, before it goes into operation.

When the April number went to press, we feared the County Superintendency was lost, but are happily disappointed. Although several months will elapse before an election takes place, this, on the whole is an advantage, as it will give time to discuss and prepare for the change. We think it abstractly unfortunate, that the function is to be regarded as an *office*, and that the incumbent must be elected by party machinery. Better if the Legislature had made it an appointment, and left it to the Town Superintendents, or even the State Superintendent to appoint, thus leaving it open for experienced educators to be called, from any direction, to fill the place. But this is too much to expect, perhaps, in the inception of the new plan. To make the best of it, however, let the friends of education, irrespective of all political and party considerations, agree upon the best man, or men, in their respective counties. and then support them. And that the whole time and services of competent men may be secured (and even in a county of only eight or ten thousand inhabitants, a man may profitably occupy all his time in the work), let an earnest effort be made in favor of a reasonable salary. It should be remembered that considerable expense in traveling must be incurred; to vote a man, therefore, the minimum, and oblige him to make the most of what is left, after paying expenses, will secure but meagre results, unless counties shall be so fortunate as to find men who will give their time and labor without regard to compensation. We hope such men may be found, but they are rare, and we urge thus early, therefore, the good policy and necessity of liberality in this matter.

DR. LEWIS' INSTITUTE.—Designing to call attention to Dr. Lewis' Advertisement, on the second page of the cover, we cannot do it better than by the insertion of the following note from the Doctor. It is much to be wished that some suitable person could attend from this State, and bring back the result to our State Association:

BOSTON, MAY 20th, 1861.

TO THE EDITOR WISCONSIN JOURNAL OF EDUCATION:—

Permit me to say to your readers, that we are making the most complete preparations for the Normal Institute for Physical Education, to open on the 4th of July, of this year.

In this Institution we shall prepare Ladies and Gentlemen to teach gymnastics in the most thorough and scientific manner.

The course will consist of one hundred and eight lessons in gymnastics, and a regular course of lectures upon Anatomy, Physiology, Hygiene and Gymnastics, by four able Professors.

Those who cannot attend a full course upon the first visit, can finish at another time.

Let all who desire to know the details of our plan, send for a circular, enclosin stamp. Please address your obedient servant,

DIO LEWIS.

Dr. E. COOKE has severed his connection with Lawrence University by resignation, and will shortly leave for Boston, where, we understand he expects to reside permanently.

The Dr. has hosts of warm friends here and in other parts of the State, who can but regret his departure from among us. Our best wishes go with him.—*Appleton Crescent.*

The financial depression of the college, is, we believe, the reason for this resignation. Our Legislature are very reluctant to help our colleges a little; but it seems to us we can better dispense with some other things for which they appropriate money, than to lose eminent educators from the State.

P. S. The foregoing was put in type some time ago, and before the State was called to expend her treasure for the defence of the Union. Now, many things must wait till peace returns.

PRIMARY INSTRUCTION—OBJECT TEACHING.—We beg to call attention, and earnest attention to this subject, and therefore to the extracts from Supt. Bateman's Report, on a former page. Object teaching, teaching from nature, and in a natural manner, is what children need, in place of so much dry hum drum of the usual kind. The subjoined brief communication, though coming too late to appear in the usual place this month, will not be out of place here:

## THE NATURAL WORLD.

Why can we not have small cases of objects illustrative of the natural world? Why must we ever be teaching dry books and drier formulas? Can not something be done to bring out a portion, at least, of the most interesting and useful things with which we have to do, that we may teach the children directly from them? Who does not know that from toddling infancy to toppling age we look to these as sources of wonder and amusement, delight and terror? Let the thing once be begun, and, in the hands of enthusiastic teachers, it would rouse up many minds to love and admire nature in her humbler walks, and furnish food for study that would give a happy cast to the whole life. The well stored mind may be happy—and it is true the world over, that he who is possessed of the most reliable, available knowledge of things, makes, other considerations being equal, the most successful and useful man.

What suggestions have teachers on this subject? How shall we begin to illustrate Nature? How to make the rising generation familiar with the beautiful scenery and the glorious mysteries of her works?

A FRIEND OF YOUTH.

THE FIVE WORDS.—No less than six persons have sent us a list of five or more errors in the last number, but most of them are typographical omissions, redundancies or inversions which eluded proof-reading, but were not mis-spelled in the copy; for instance on page 363, *a* is omitted from encouraged; 373, *n* from Constantinople; 374, *h* from diphthong; 375, *l* is added in Illinois; 380, *n* is inverted

in union;—and a few more of the same kind. 'Behaviour and criticized,' p 377, are *criticised* and required to exhibitdifferent *behavior*. Criticised should of course conform to criticism, in the same line; behaviour, (the *u* retained,) has good authority, but is not Websterian. The tendency is to drop the *u* from all such words. 'Averageing,' on the last page of the cover, is clearly and unequivocally mis-spelled, and violates the rule in regard to the final *e*. On the whole the *Journal* has improved in its orthographical behavior, and does still better this month we hope.

We are a little puzzled how to award the prize; all appear to have discovered the errors with about equal celerity, after the *Journal* reached them. It is later in reaching remote parts of the State than those in the vicinity. On the whole, we think the gallantry of the three gentlemen will acquiesce in the award of the book to each of the three lady competitors, Miss L. L. Wilson, of Tafton, Rock Co., Miss. J. V. Lamb, Onalaska, La Crosse Co., and Miss A. Kidder, Eau Claire, Eau Claire Co.

Hereafter we will avoid the dilemma by awarding the prize to the one who sends in, before the close of the month, the largest list of errors, not less than five. If two or more discover the same, or the same number, we will appoint a committee to decide.

MADISON.—All the public schools of this city are closed for the Summer, and the High School indefinitely—a bad sign for the capital of the State. What financial exigency has led to this, we do not precisely know; but it strikes us as the least commendable of all ways to retrench city expenses. Whatever errors have led to the embarassment, the children are not to blame for, and should not be made the sufferers.

PROF. CONOVER, late Principal of the High School, is employed for the present in the Milton Academy, taking the place of the Principal, Mr. Whitford, during an absence.

Miss COUES, who has for a year past, been the Assistant Teacher in the High School, has opened a private school in the building.

Mr. J. L. POTTER, and Miss HANNAH J. CROCKER, who have been employed in the First Ward School, have also opened schools on private account, for the summer, in that school building.

RACINE.—We observed no account in the *Advocate* as usual, of the Racine Schools, at the close of the last term; but since then we notice the following:

"The excitement of the past fortnight has absorbed attention to such a degree, that our Public Schools, which closed their second session on the 19th inst., have been almost overlooked.

Not being able to be present, we are unable to speak particularly of the closing exercises. We have *heard* that the schools are efficiently and successfully con-

ducted, and that there were indications of real progress observed by those who visited them during the last week of the term.

We have heard the 5th Ward Grammar School particularly spoken of as being in good condition, and as furnishing evidence of hard work and ability on the part of the Preceptress, Miss Maria Upham. We have also heard most of the other schools well spoken of by those competent to judge.

Several of the boys have left the School room for the war. They were fine scholars, and they will be good soldiers. They go because they feel it their duty to fight for their country, and the prayers of many will follow them wherever their lot may lead them.

SHEBOYGAN.—We learn from the *Times* that Capt. E. B. GRAY, has resumed his place in the High School, the company of which he was so urgently desired to take command not being yet mustered into service. If called into the field, Capt. Gray will be as active and efficient there, we doubt not, as in the school-room.

CHIPPEWA FALLS.—The new school-house was completed in just four weeks from commencement, and on Tuesday school commenced in the same.—*Eau Claire Free Press.*

BELOIT COLLEGE.—The Catalogue for 1860—1, shows 60 students in the College proper, and in all the departments of the institution, 153. The respective numbers of Preparatory and Normal students are not given. We observe that the course of Instruction has been extended and enlarged, and the College is looked upon, in scholastic circles, we believe, as one ot the soundest in the Western States. A Gymnasium we understand, adds to the attractions offered to students. Passing events dictate that military drill might usefully be taught in our higher seminaries of learning. We understand that Prof. Pomeroy, of Appleton College, has made a beginning in this direction.

GALESVILLE UNIVERSITY.—This Institution is still in its infancy, and has not yet reached the work of the College proper. In the Preparatory Department are 41 Ladies, and 58 Gentlemen; in the Normal Department are 35 pupils of both sexes. A fine stone building has been erected, and a library begun; and under Mr. Fallows, as the principal instructor, the institution will advance, and we trust be eminently useful to the new and growing part of the State in which it is situated. A Freshman class will be formed, we presume, next Term.

THE AMERICAN INSTITUTE OF INSTRUCTION.—The next Annual meeting of this body will be held at Brattleboro, Vermont, in August.

A GEOGRAPHICAL ERROR CORRECTED.—The last number of the Maine Teacher points out a prevalent error in regard to the northern boundary of Maine. It is bounded on the north, between the Madawaska and St. Francis Rivers, by New Brunswick, and *not* by Canada East, as usually laid down.

## STATE TEACHERS' ASSOCIATION—INSTITUTES.

The next Annual Meeting it will be remembered, is to be held at Fond du Lac. We learn from the President, Hon. A. J. Craig, that the week fixed upon by the Executive Committee, is that embracing the close of July and the beginning of August; also that arrangements are in progress for a full and definite programme of exercises, which will be announced next month.

We have several times heard the desire expressed that more opportunity might be given for the discussion of practical matters, connected with our educational system, and less time devoted to Addresses and Essays. Among the matters that seem to demand the consideration of our teachers, are the establishment of Normal Schools, and the perfecting of our school system.

It is in contemplation we believe to have an Institute in connection with the exercises of the Association. If this can be done, it will add much to the interest and attendance.

By the way, Mr. Allen's notes of the Institutes held the past season not being quite ready will appear next month,

As indicating an advance, we earnestly hope to see a few Institutes of a month's duration called for, next autum. Speak out, teachers, and towns—who wishes to attend—what town or towns will furnish good accommodations, and cheap board? Besiege the Normal Regents, through Mr. Allen, and Mr. Chapman, of Milwaukee, the Secretary, on this subject; attend the State Teachers' Association, and stir up an interest there;—wake up! wake up! teachers, and let us "forward march!"

Phonetics.—We have a communication on this subject, which will appear next month. We have several other contributions on hand, giving us,—which has been an unusual thing, an opportunity for choice,—for the next number.—will our friends see to it that the stock in the contributor's drawer is always kept replenished? Articles should be in hand early in the month, to have any good chance of publication in the forthcoming number, as the compositor begins to put matter in type long before we go to press.

Chicago Public Schools.—The Annual Report shows a thorough and efficient organization, and that enlightened supervision which might be expected of Mr. Superintendent Wells.

Committee on Prize Essay.—Messrs. A. J. Craig, President of the State Teachers' Association, J. W. Hoyt, Editor of the Wisconsin Farmer, and C. H. Allen, Agent of Normal Regents, have consented to act as the Committe.

New Advertisements—See New Advertisements, by E. C. & J. Biddle & Co., Philadelphia, and by S. C. Griggs & Co., and Geo. Sherwood, of Chicago.

# BOOK TABLE.

CLEVELAND'S COMPENDIUM OF ANCIENT AND MODERN LITERATURE. Philadelphia: E. C & J. BIDDLE.

This excellent series of books embraces the following compilations: A Compendium of English Literature; a Compendium of English Literature of the Nineteenth Century: a Compendium of American Literature; and a Compendium of Classical Literature. The first answers an admirable purpose, as giving a very discriminating bird's-eye view of our noble English Literature, in a convenient hand-book, and will tempt many a young person through its pages, who would shrink from the more voluminous Cyclopædia of Chambers. The second performs a like service for English Literature of the Nineteenth Century; while the third presents a very good collection of specimens of our own contributions to the general stock—not as elaborate and extensive as Duycink's, but more portable, and more likely to attract a large circle of readers. The last of the series, the Classical Compendium, is but recently published, and will give to many persons, young and old, we think, a taste of and a taste for the better writings of the ancient Greeks and Romans—to whom those classical productions are now quite unknown.

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ATLANTIC MONTHLY, for June, is called the War number. It adopts as its ensign, the Stars and Stripes, instead of the former venerable representative of the Elisabethean age. The article on the "Pickens-and-Steain's Rebellion" is capital, except that the Times, Tribune, and Harper's Weekly, having run out the business of telling the Government what it ought to do, the Monthly takes it up, by announcing what it ought to have done. The Atlantic is very able in its sphere, but on the whole we think the people are pretty well satisfied to let those in authority discharge their duties, without advice from an outside cabinet.

"Agnes of Sorento," Mrs. Stowe's new Tale, seems to be mellowed by the Italian skies under which it was written, and promises to bring out all the writer's descriptive and analytic powers. The story commenced in the May number, so that now is a good time to subscribe. We cannot send the *Journal* and *Atlantic* hereafter for less than $3, as we not only have to pay postage, but exchange.

HARPER'S for June has not yet reached us, but it is unlike all its predecessors, if it is not an instructive and entertaining visitor. The June number completes a volume.—The publishers send it to Teachers, for $2. We will send it with the Journal, for $3, paying postage and exchange.

ARTHUR'S, is always promptly on our table. We can only reiterate, that those who want a family magazine, of a wholesome elevating character, and fiction that is not a poor mixture of the Ann Radcliff and Bulwer schools,—like some we have,—but natural and instructive, will find what they wish in "Arthur's Home Magazine." $2 a year. With the Journal, $2,50.

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